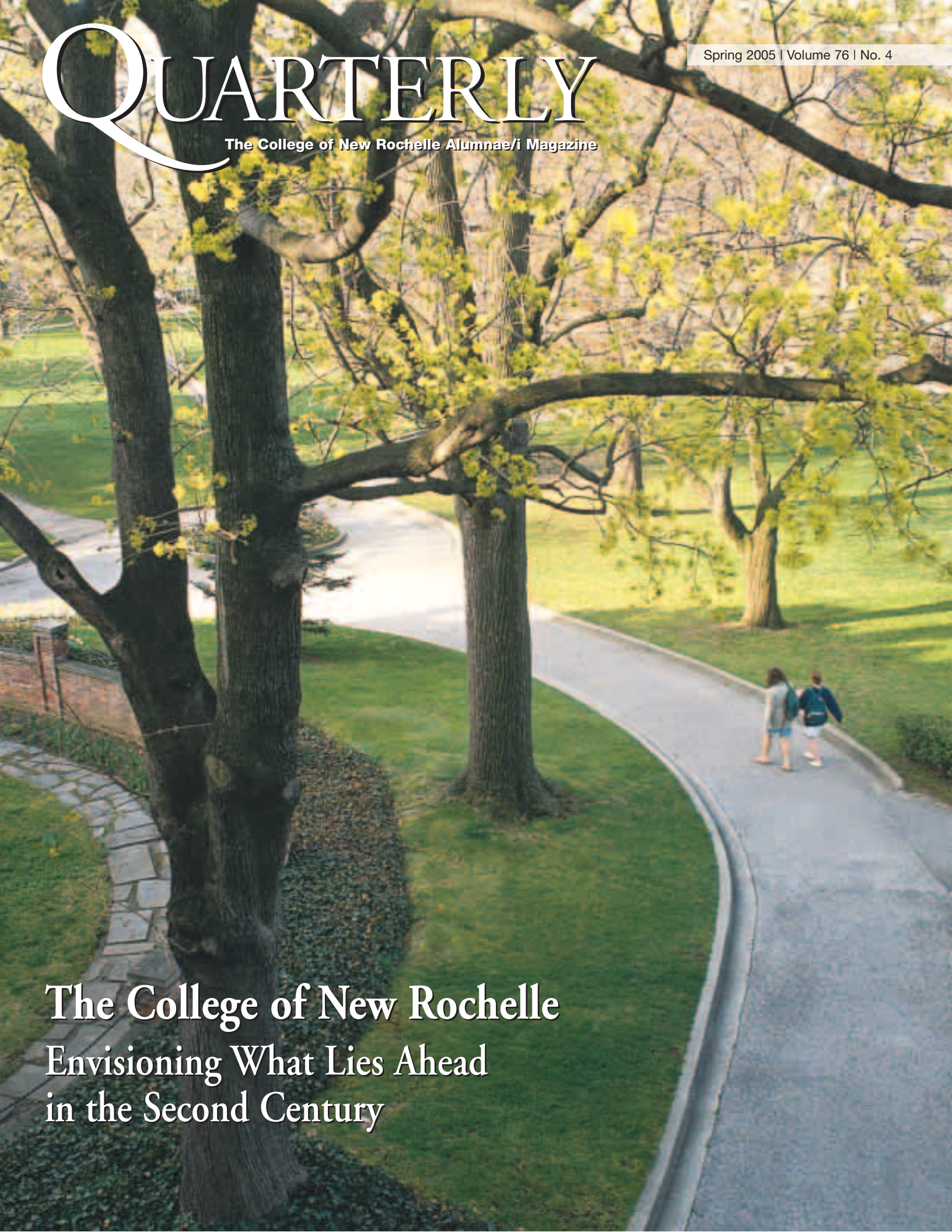


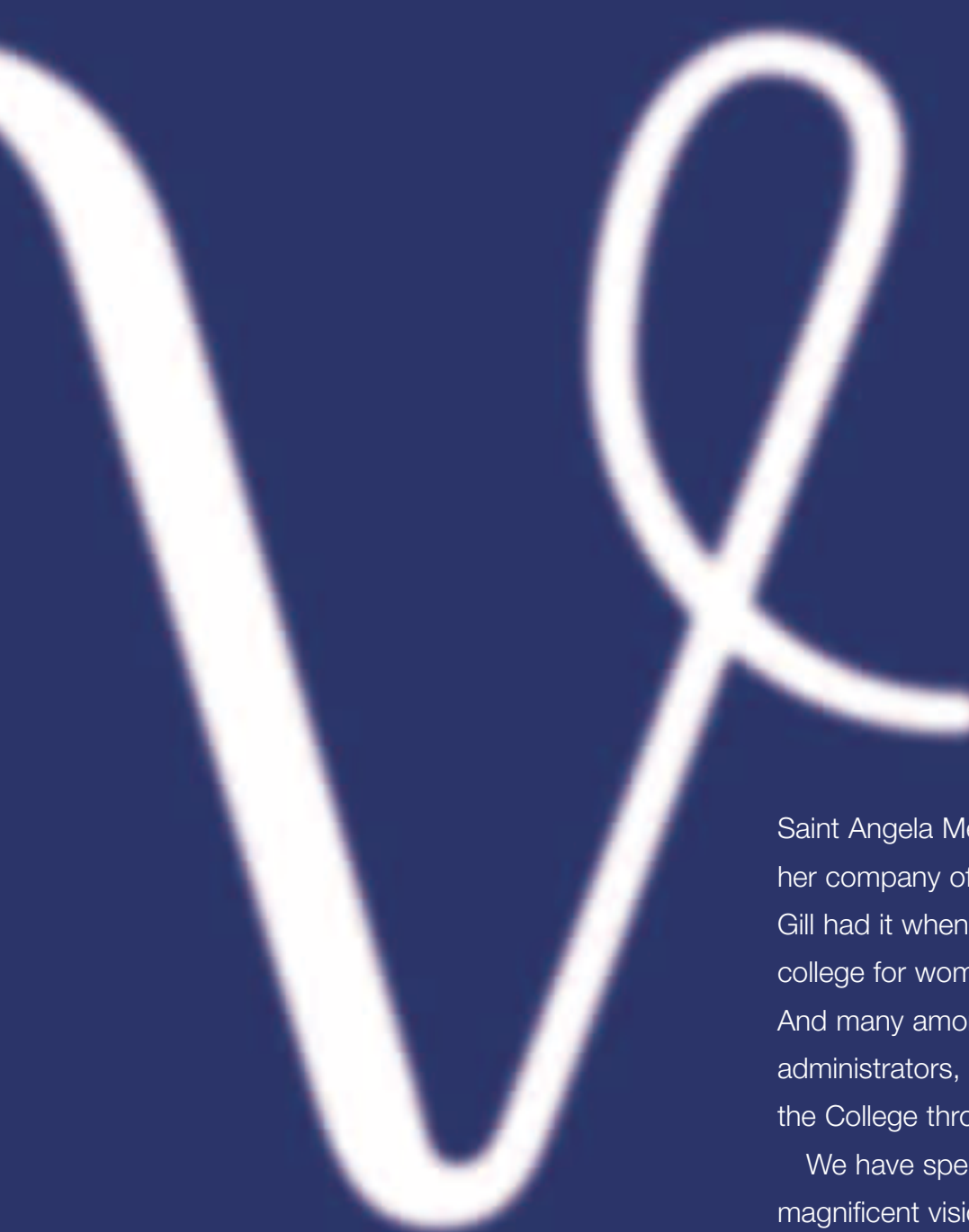
QUARTERLY

The College of New Rochelle Alumnae/i Magazine

Spring 2005 | Volume 76 | No. 4



The College of New Rochelle
Envisioning What Lies Ahead
in the Second Century



vision

Saint Angela Merici had it when she founded her company of women in 1535. Mother Irene Gill had it when she founded the first Catholic college for women in New York State in 1904. And many among the legions of trustees, administrators, faculty, and staff who carried the College through its first century had it.

We have spent the past year reflecting on the magnificent vision that brought The College of New Rochelle to this moment of strength.

Now, we look ahead to envision the century yet to come at the College. We asked faculty from each of the four Schools to offer their expertise on future trends in adult education, nursing, women's rights, and communications.

We will share stories of alumnae/i who through their vision are making a difference in their distinct fields.

And we will offer you both encouragement and advice for achieving your own vision.

So, read on...

QUARTERLY

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Cover: CNR campus in spring. Photo by Peter Finger.

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THE COLLEGE OF NEW ROCHELLE

The Vision

Which Impels Us

BY STEPHEN J. SWEENEY, PH.D.
PRESIDENT, THE COLLEGE OF NEW ROCHELLE

Any work of art, in fact any creation of human hands, comes from a vision, a deep interior sense which animates the artist, the actor, the creator. So, too, with colleges and universities.

Even for the New York art scene, these months have been an extraordinarily dramatic time. First, the Metropolitan Museum of Art acquired for its public for a reportedly record-breaking \$45 million, Duccio di Buoninsegna's *Madonna and Child*. In his reaction to the painting, Jesuit Father Leo O'Donovan, theologian, art critic, and CNR Trustee, describes the "elegant" young woman in the blue cloak over a golden veil gazing pensively at the child cradled in her left arm and balanced with her right. She is a fully three-dimensional person, so this Madonna and Child is, according to Father O'Donovan, at once endearing and inspiring, intimate, and majestic, as tender as any caress between a mother and child and yet with a sorrow in the woman's eyes that we are clearly invited to consider. Duccio, the great Siennese painter (c. 1255-1319), is known as the co-founder with Giotto of European painting. In the middle of his career, he produced "this marvelous painting, small in size (8"x11") but immense in achievement and influence," as the Met's Director Philippe de Montebello described it, predicting it "will become one of the signature works at the Metropolitan Museum."

Then, just outside the very walls of the Metropolitan, in a 23-mile long orange-yellow billow through Central Park, the artist Christo presented New York and the world with *The Gates*. A \$21 million art project of saffron-colored portals snaking around the park, it was, Christo said, a river of bright color

against twigs and leafless branches with the public spectacle of the installation part of the art work itself. After 25 years of planning for just 17 days, more than one million yards of colored fabric flapped in the breeze and played in the light of the fabled oasis created by landscape architect Frederic Law Olmstead.

Within city blocks of each other, in these two works of art we encounter almost two different worlds: the worlds of Duccio and Christo, thirteenth century Siennese and twenty-first century New York, the medium of tender, delicate portrait painting, the ebullient flow of miles of saffron fabric. Millions of New Yorkers and other citizens of America and the world will reflect on both of these art milestones, will critique them, absorb them, and allow their deepest sensibilities to be touched, and will decide their place in the history of culture. Whatever the reaction, the observer acknowledges that the artist answers to "a vision," an inner imperative which drives the heart and the hand of the artist.

And any work of art, in fact any creation of human hands, comes from a vision, a deep interior sense which animates the artist, the actor, the creator. So, too, with colleges and universities.

Saint Angela Merici had it when she founded her company of women in 1535. Mother Irene Gill had it when she founded the first Catholic college for women in New York State in 1904. And many among the legions of trustees, administrators, faculty, and

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The Vision Which Impels Us

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staff who carried the College through its first century had it.

We have spent the past year reflecting on the magnificent vision that brought The College of New Rochelle to this moment of strength. Now we look ahead to envision the century yet to come at the College.

Our Ursuline foundresses were women with a vision drawn from the Gospels, determined to bring higher education to women in America in a community of academic excellence, intellectual freedom, and spiritual growth. These Catholic roots have given the College its indispensable mission ele-

ments: the primacy of the liberal arts, an unwavering commitment to women, community drawn from diversity, and a devotion to education for service. These “non-negotiable” elements of mission emerge renewed and revitalized as the College enters its second century.

At The College of New Rochelle, values and beliefs rooted in the Catholic heritage have guided us through our first 100 years of impressive achievement and growth. This heritage, the rich Catholic intellectual, moral, social justice tradition, continues to be a driving force behind all we do as we move into our second century. In an age when so much is disposable, there is comfort in knowing that a place exists where val-

ues and beliefs are freely addressed and discussed openly and unapologetically.

At the College, ours is a religious tradition that reverences the human person and embraces the world around us. It is a tradition that is honored by responding to the contemporary needs of women and those by-passed for educational opportunity. Our students are given the tools they need to become self-confident, independent, successful, and compassionate. In curriculum and co-curricular activities students respond to act for justice and to value the dignity of every human person. The College’s commitment to “education for service” is illustrated in many ways. A highly active Campus Ministry team, including peer ministers, offers students – of all faiths – year-round opportunities to participate in worship, spiritual development, community service outreach, and programs promoting peace and justice.

Because a sense of vision needs to inform all of our planning efforts, before beginning our Centennial celebration, the College Community engaged in an unprecedented series of exercises, “the visioning process,” answering the question: “What needs to be present in the College 15 years from now?” A remarkable unanimity characterized the College’s support for the elements seen as indispensable for our future: our Ursuline heritage, and our commitment to provide an excellent learning environment, ready access to it, as well as student centeredness and diversity.

Not content to permit the Ursuline heritage, so precious to the future of the College, to be amorphous and ill-defined, the Board of Trustees defined the Ursuline heritage in their own special planning exercises. Taking as sacred their responsibility for preserving and promoting the College’s mission, the Board named the operational imperatives which constitute the Ursuline heritage. They concluded that our Ursuline heritage is operationalized by our witnessing to the presence of a personal God active in the world and by recognizing the importance of the life of the spirit and of corporate worship in the life of faith. As university community



Madonna and Child by Duccio di Buoninsegna, ca. 1300; image courtesy of The Metropolitan Museum of Art.

committed to excellence, we promote independent, personal thought and the fostering of individual distinctiveness with a sense of community. We believe in academic freedom exhibited in practical terms. We provide training of will and heart, paying attention to the whole person. We respond in particular to contemporary needs of women and hold the importance of lifelong learning. The College is faithful to its Ursuline heritage in valuing service as an outcome of education, acting on a practical concern for issues of justice, and having the willingness to take risks and make changes. The Ursuline heritage is an awesome gift to the university community and at the heart of the vision which impels us!

Now what of the future? I believe with all my heart that our superb faculty, staff, and administration, under the leadership of a deeply engaged Board of Trustees so passionate about our mission, are supremely prepared to move the College forward – because of the vision which animates us. We will address with confidence in our programs and learning environment the pressing issues that will come to our university door.

Deep in our institutional soul is the vision that drives us. It is the same vision that brought St. Angela to make her extraordinary contribution to humanity and Mother Irene to gift the world with The College of New Rochelle. It is a way of looking at human existence based on faith where God is revealed in Jesus and where faith is examined in an inclusive conversation and all are welcome to the conversation.

In freedom, faith and reason journey together seeking truth, bringing wisdom to the questions of the day. For almost 500 years, this has been the vision of the Ursulines and, for 100 years, of the College. Because of it, whether in New Rochelle, at the New York City campuses, in our professional development work with teachers in our surrounding counties, or in programs and places not yet imagined for the future under the banner of The College of New Rochelle, this is hallowed territory and ours is a sacred calling.



The Gates, Central Park, New York, 1979-2005 by Christo & Jeanne-Claude was exhibited in Central Park in New York City in February 2005. Photo by Beatrice Coron.

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New York is abuzz with the handiwork of Duccio and Christo. *Madonna and Child* and *The Gates* move to the front of the art world's consciousness. Time will tell how enduring will be the impact of either or both, although Duccio already has centuries of fame going for him. What is readily acknowledged is that both artists answer to an inner call, a compelling vision which moved from artists' soul to their gifted hands and then to the eyes of the public.

The great works of art known as colleges and universities also respond to a vision which impels them.

For 100 years, the College has aligned itself to Jesus' self-proclaimed mission: "I have come that they may have life and have it in abundance!" We see higher education as a worthy, privi-

leged arena for transforming lives – and we happen to be good at it. We give information. We strengthen skills. We foster independence. We promote respect for individual differences. We point to the galaxy of possibilities. We foster self-understanding, self-respect, self-confidence. Above all, we touch people. We touch lives.

Here, most assuredly is an enduring work of art, a masterpiece in its own right, to lift human spirits for centuries to come. Our artists, the faculty, staff, students, Board, and administration laboring with great passion, express the vision in a most remarkable community committed to Wisdom for Life. It's enough to at least put us with the likes of Duccio and Christo in captivating New York and the world. ■

Adult Education: Where Do We Go From Here?

Having been associated with the education of the adult learner for the past 25 years, I found myself returning from the recent international conference of the Council for Adult and Experiential Learning both rejuvenated and somewhat discouraged by some of the significant demographic trends reported there which have and will continue to greatly impact adult education.

As the number of traditional-aged college students declines, the number of non-traditional or adult college student continues to increase. Fortunately, more and more institutions of higher learning are taking the adult learner seriously and designing programs to assist them in meeting their educational needs. Who will comprise this group of adult students?

Since the “baby boom” of the 1950s there has been a significant reduction in this country’s birth rate. Women are having fewer and fewer children. What will come as no surprise is that the higher the educational achievements, the fewer children a woman has. Those women with less than a high school education have the most children, and, going up the scale, those with a graduate school

education have the fewest children; and they have them later. Further, the data suggests, again no surprise, that children of parents who have not completed high school will themselves be unlikely to complete high school. What the statistics also seem to bear out is that in the world of work, there is still a stigma associated with motherhood. Thus, women who are on the ladder of corporate or academic success and have children find that whatever rung of the ladder they are on when they bear their first child is more or less where they stay. Upward mobility tends to end at that point. This becomes a further reason for women on the corporate or academic ladder to either postpone having children or not have any at all.

The bottom line is, however, that there are fewer and fewer children being born in this country. This, of course, translates into fewer and fewer future native-born workers. The number of jobs will remain the same, but there will be fewer native-born Americans to replace the people who retire from those jobs. The consequence of this trend is that workers will have to come from outside the United States. It will not be

Europe where the population growth is worse than ours. So, either work will be outsourced, or workers will come from so-called third world countries. In either case, the future work force will most likely be a combination of those with less rather than more education and an immigrant work force that will be relatively unskilled.

Also, gone are the days when a worker joined a corporation or academic institution and remained there until retirement. Rather, today workers move quite readily not only from company to company, but from geographical area to geographical area. The consequence of this trend is that corporations are no longer willing to invest in the training or development of their employees, recognizing that they may be training an employee who in two to five years may be working for their competition. So we are looking forward to an unskilled workforce who will have to be trained by some institution other than the corporation for which these unskilled workers are employed.

What does this mean for the education of the adult learner? Most importantly, since the corporate sector no longer sees it as profitable to train their workers, they are turning more and more to the academic sector to accomplish this task. This has given rise to a trend toward more and more corporate-sponsored educational programs, as well as a shift towards skills training rather than an education that encompasses a broad-based understanding of the world in which we live. Academic institutions now have the responsibility of providing certificate or degree programs that teach narrowly focused “skills sets” rather than having the responsibility to educate from a more traditional learning base, the base we have traditionally called the liberal arts.

There has also been an increase in the number of accelerated degree programs



– in which students earn three credits during a five-week semester, meeting once a week for typically four hours. And while most of these programs do require students to complete a minimum number of “Gen. Ed.” credits, these courses are more often add-on courses needed to fulfill accrediting agency requirements and are not integrated into the curriculum as a whole.

For those in higher education, these trends are both encouraging and alarming. The main concern, given these trends, is that we are heading towards an understanding of higher education which is based more on the attainment of skills defined as necessary by the corporate sector than educating for enlightened participation in a democratic society. And, while this may seem like a small distinction, in essence, it is quite major for a number of reasons.

First, we lose a common base of understanding. While any particular common base has been criticized and augmented, and remained fluid over the years, it is still acknowledged that a common base is somehow necessary in defining ourselves as a people. Second, given what looks like the necessary influx of foreign workers, we need a way to encourage multicultural tolerance, and this means not only learning about and understanding these other cultures but learning the necessity of being tolerant. This has been traditionally the job of institutions of higher learning.

Perhaps the most important and the most profound difference is the underlying question which is at the heart of the educational enterprise. The reason

we as educators bother to stand in front of a classroom is to help students answer the question: “Who am I and how do I fit into the cosmic scheme of things, philosophically, politically, culturally, socially, psychologically, scientifically, religiously?” Yet, in a culture directed more towards skills development, the question becomes: “What is my role, and how do I efficiently function in this economic environment?” Third, as John Dewey was so aware, the life of a democratic society depends upon an informed citizenry. Mere training does not inculcate in students the foundation of civility and tolerance and the skills of critical thinking and decision making necessary for full participation in our democratic experiment.

After the CAEL Conference, my colleagues and I felt, in a strange way, both rejuvenated and disappointed. Rejuvenated in that we realized we could no longer take for granted the liberal arts tradition in which we were so entrenched, and so needed to revitalize this tradition and continue to advocate for it more energetically; disappointed, in that more institutions did not see the importance of this tradition and were moving so quickly into this new mindset.

Upon my return, I entered my classroom at New Resources’ John Cardinal O’Connor Campus where I am teaching the capstone course, “Ways of Knowing in the Liberal Arts” – one of the final courses students take – and asked my students the question: “If you could retrace your steps and start all over again, would you choose a liberal arts program such as the School of New



Resources or one which develops the specific skills necessary for employment within a specific career path?” I am very pleased to report that all 19 students said they would have chosen a liberal arts program. Why? Because such a curriculum “develops character, develops values, helps establish one’s identity, creates options, allows one to become flexible, broadens our understanding of community, helps us to develop different perspectives and the ability to think critically about current issues, and provides tools for understanding the world.” These are their words, not mine. As you might imagine, I was greatly encouraged knowing that all that I have believed regarding the importance of the liberal arts as the foundation of the educational experience had been affirmed by the very population I was there to serve.

So, I and my like-minded colleagues both at CNR and at other institutions will continue to advocate for the liberal arts to keep the dialogue open and the liberal arts tradition alive. ■

The main concern, given these trends, is that we are heading towards an understanding of higher education which is based more on the attainment of skills defined as necessary by the corporate sector than educating for enlightened participation in a democratic society.

Nursing For The Future: A Legacy of Care

*"Health is not only to be well, but to use well every power we have."
— Florence Nightingale*

The crisis of a massive nursing shortage is recognized as one of the foremost obstacles to maintaining and improving the health and well being of the entire global population. Studies have demonstrated that when nurses are not present, infections rise, healing rates slow, and recovery is longer and more complicated with a significant connection between high patient to nurse ratios and patient mortality. The number of unfilled RN positions is projected to reach at least 800,000 in the next decade, according to the U.S. Department of Labor. Many analysts contend that nursing shortages are a symptom of broader health system or societal ailments, such as gender bias, over-reliance on high-tech, and profit-driven values, leaving little doubt that if there is to be any reform, system-wide policy interventions as well as social and organizational change are of paramount importance.

As the millennium moves forward, nursing – the largest health care profession in the United States at 2.7 million strong – faces enormous challenges and new opportunities. Indeed, the global magnitude of health problems – encompassing economic, sociocultural, political, and ethical complexities – sometimes seems insurmountable. Virulent and chronic diseases, the explosion of biomedical technology, genetic mapping, life span longevity, dramatic shifts in population diversity, and unbridled consumer expectations for a healthy life have created enormous demands for ever increasing numbers of a highly specialized, highly educated nursing workforce. Those who answer the call of service to be a nurse will need to possess exquisite skill and knowledge as well as a compassionate heart to address the public's complex health needs.

Nursing, like other professions, is an essential part of the society from which it springs and within which it continuously evolves, reflecting the values, needs, and traditions of that society. The "femaleness" of nursing and performing what our society defines as "women's work" have created what is a crucial dilemma of contemporary American nursing: the mandate to care in a society that does not value and reward caring. Ironically, caring in the context of nursing knowledge is seen as a right and essential need of all those who are ill, injured, and dying, and those seeking to stay healthy. Thus, nurses find themselves in workplaces that create enormous conflicts between societal/organizational values and their own professional and personal values. They are daily confronted with dilemmas that are created by profit- and cost-driven competitive considerations rather than an emphasis on the caring of suffering souls. Nurses practice their discipline in life-and-death situations, while their enormous contributions to the entire health system are often diminished.

What is nursing's mission? According

to the International Council of Nursing, nursing "is the autonomous and collaborative care of individuals of all ages, families, groups, and communities, sick or well, in all settings, and includes the promotion of health, prevention of illness, and the care of ill, disabled, and dying people." Yet, the legal definition of professional nursing in New York State is "diagnosing and treating human responses to actual or potential health problems through such services as case finding, health teaching, health counseling, and provision of care supportive to, or restorative of, life and well being." Clearly then the scope of nursing practice has broad, flexible boundaries that must be responsive to the changing health needs of society and the expanding knowledge base of its scientific, esthetic, and ethical-legal domains. Care, however, remains the immutable essence and ethos of the nursing profession. This provision of care that promotes well being of people they serve is the hallmark of nurses.

Also essential for the future of nursing is the need for a younger, ethnically and gender-diverse nurse population



with advanced educational preparation that can successfully navigate the chaotic path of health care in the United States. The current demographic profile of the American nurse is white (88 percent), female (95 percent), and middle-aged (48 years of age, with 6 percent under age 30). Educationally, only 33 percent of RNs hold the baccalaureate degree, and 11 percent possess the master's or doctoral degree. Sixty percent of registered nurses work in hospitals. Obviously, much needs to be done.

CNR School of Nursing Playing a Pivotal Role

Embedded in The College of New Rochelle's unique mission, the School of Nursing has been forging its clear vision of caring since its founding 28 years ago. At the edge of the new millennium, the School is poised to promulgate the practice of nursing within a caring-healing, multicultural, holistic framework. Its student body of over 650 women and men represents a spectacular diversity of ethnicity, age, gender, and educational background that is a microcosm of our global society. Nursing at The College of New Rochelle is blessed with a strong international and multicultural presence. Therefore, what happens in the School is of universal importance to health and nursing care around the world. The School can be a model and a promise of social change on behalf of a reformed and more humanistic health system.

Outlining the challenges facing health professionals in the twenty-first century, the Pew Health Professions Commission in 1998 recommended the development of curricula to meet the demands of a rapidly changing health system; ensuring that the health professions workforce reflects the nation's

diversity; promoting interdisciplinary competence; moving education into community-based practice; and providing service-learning in local and global settings. The School of Nursing is living within the framework of each one of these futuristic recommendations. The engagement of the partnership of students and faculty in this pioneering work presents daunting complexities and dazzling opportunities. The ongoing fine-tuning of the curriculum will ensure a humanistic, multicultural, holistic, interdisciplinary, community- and global-based education of the nurse for the future — as a generalist and advanced practice nurse. This CNR nurse is prepared to be a leader, advocate, and agent of change in partnership with clients, families, and communities.

There is power in articulating a vision for the future, which then can drive collective action on behalf of that vision. The magnitude of health challenges faced by the global community presents dangers as well as new visions and new opportunities for the nursing profession as well as for the American public and the entire health delivery system. Nursing cannot be expected to solve alone the massive system-wide social problems that have led to a dysfunctional health care system. Rather, it can cooperate with many sectors in society to support its vision — the caring and healing of human beings. One of the many strengths of nursing is the strong public trust that it possesses. Nurses have topped every professional



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group in honesty and ethical behavior in the Gallup Poll in every but one year since it was added to the survey in 1999. The nursing discipline can draw on that trust to make its voice and values heard in collaborating with others to address the massive health problems we face now and in the future.

The nurse of today and the future has unparalleled opportunities to make a difference in people's lives. The caring essence that is nursing must be protected in spite of societal and health system failures. The public, together with nurses and policy makers, must be active in their advocacy of this essential human service — to press for appropriate support and resource allocations for its education and practice. ■

Taking a Global Perspective on Women's Rights



*Before the fall of the Taliban, girls in Afghanistan were forced to study in secret schools.
Photo by Roger Lemay/Getty Images.*

Founded as a women's college over 100 years ago, CNR has led the way in promoting women's rights through its focus on education for women and opportunities for those from families with limited access to higher education. Yet on the world stage of women's rights, the picture is much different, and while much progress has been made, much more still remains to be done.

Fundamental to the women's human rights arena are rights to equality and nondiscrimination, making the two documents that embody these rights, CEDAW – The Convention on the Elimination of Discrimination Against Women (1981) – and the Convention on the Rights of the Child (1990), critical. Unfortunately, the United States is conspicuously absent from the list of signers of these important documents. Ratification remains an important goal as we move into the twenty-first century. The Platform for Action, adopted in 1995 at the UN World Conference on Women in Beijing, also delineates key areas for furthering women's rights. The United States and numerous U.S.-based

nongovernmental organizations (NGOs) have been active participants in follow-up conferences under the rubric of Beijing plus Five (2000) and Beijing plus Ten (2005) which have served to call attention to the cause of equality for women and encourage ongoing assessment of goal attainment and strategies.

One very heartening development in this area was the fall of the Taliban in November 2001. Subsequently women and girls in Afghanistan have gained greater freedom to participate in public life and access to education, health care, and employment. Nonetheless, it is sobering to learn that Afghan women continue to face serious threats to their physical safety, denying them the opportunity to exercise their basic human rights and to participate fully in their country's reconstruction. And the fact remains that the widespread popularity of religious fundamentalism remains a powerful deterrent to the realization of equality and nondiscrimination for women in many parts of the developing world.

Recent years have registered dramatic increases in women as heads of household, most notably in Sub-Saharan Africa where the AIDS pandemic has left wives and grandmothers overburdened caring for infected family members and/or fostering orphans. HIV has not only broadened women's roles within the household but has also affected them directly. In 2002 approximately 1.2 million women and 610,000 chil-

dren under the age of 15 died of AIDS-related causes. Globally almost 50 percent of adults living with HIV/AIDS are women. The scourge of AIDS has reached crisis proportions in developing countries leaving parentless families and making it imperative that the world community provide treatment and prevention resources. As a response to these dire needs, The Global Fund to Fight AIDS, Tuberculosis and Malaria – a partnership of governments and private donors – was established in 2002. Through its valiant efforts, women throughout the developing world are being assisted. For example, it has awarded funds to the Kenya Network of Women with HIV/AIDS (KENWA), a community-based organization formed and run by women which is currently reaching about 470,000 people through a country-wide membership of 2,430 women.

Women's rights to good health are further compromised by patterns of early marriage and childbearing. In northern Nigeria, for example, early marriage is encouraged since it is commonly viewed as ensuring a bride's chastity. Poor health outcomes for young mothers and their babies are common, and death from childbirth and related causes remains high. In addition, the shortage of adequate medical care, particularly in rural areas, further exacerbates these problems. And while there is also a great need for reproductive health education and prenatal care, pressure from conservative groups often curtails the dissemination of vital family planning information. On a positive note, countries including Zimbabwe, Costa Rica, Uganda, Poland, and Romania have introduced innovative measures to promote reproductive and sexual rights and to provide outreach and education.

A complicating factor in the pursuit of women's rights within the family is

the distinction some governments make between the so-called public and private spheres. Many countries have limited their human rights agendas to abuses within the public sphere, including the workplace, but have been unwilling to get involved in issues regarding family and home. In recent years, as a consequence of activist pressure, conferences, and the issuance of international documents, including the 1995 Beijing Platform for Action, there has been a gradual shift in thinking toward the inclusion in national human rights agendas of the range of physical, sexual, and psychological violence faced by women in the home.

Thus, battering, sexual abuse of female children within the home, dowry-related violence, marital rape, and female genital mutilation are slowly becoming the focus of governments' attention and intervention. Hopeful signs also include an increase in the passage of laws against domestic violence. The UN's adoption of the Declaration on the Elimination of All Forms of Violence Against Women in 1993 following its Conference on Human Rights in Vienna and the appointment of a Special Rapporteur whose mandate is to address abuses worldwide are steps in the right direction. Continued pressure from global women's rights groups and concerned citizens of the world will be critical if change is to continue.

In recent years, the link between violence against women and human rights has been highlighted. Violence against

women is a broad theme and includes such diverse practices as dowry deaths, acid throwing, stoning, rape, trafficking of women, forced prostitution, battering, sexual abuse, and female genital mutilation.

Poverty, a form of structural violence, is also included. The 16 Days of Activism Against Gender Violence Campaign, conducted annually from November 25 to December 10 (International Human Rights Day), is designed to draw attention to this pressing global issue. Since its inception in 1991, over 1,700 organizations in 130 countries have participated. In 2004 the campaign theme highlighted the intersection of violence against women and the HIV/AIDS pandemic. Further recognition of the severity of this global problem is Amnesty International's 2004 launching of a two-year Stop Violence Against Women campaign. The campaign, being waged on multiple fronts, will work at the grassroots level, pressure governments to pass legal protections, and promote awareness of the issue through extensive media coverage. Campaign goals include: protection of women in armed conflict and post-conflict situations, the ending of discrimination against women through treaty ratification, provision of asylum for sexual victims of gender-based violence, zero tolerance for domestic violence, and defense of women human rights activists.

Less dramatic yet essential to the attainment of women's human rights are rights in the economy and in the field of education. Globalization and the creation of multi-national corporations have altered the work environment and introduced complex issues relating to opportunities for and treatment of women. The *maquiladoras*, duty-free assembly plants located on the U.S./Mexican border,

have been characterized by continued mistreatment of female workers and violation of labor laws. It is encouraging to learn that in recent years *maquiladora* women have begun to fight for their rights.

An alternative approach to women's employment is micro-enterprise, through which poor and disadvantaged women have been able to achieve self-employment, empowerment, and increased political influence. Micro-enterprise has many advantages in that it emphasizes putting resources into the hands of women, ensures their control over decision-making, provides stable incomes, and protects women from exploitation. Micro-credit programs involving the granting of non-collateral loans to low income borrowers, modeled after the prototype started by the Grameen Bank in Bangladesh in the 1980s, have assisted in raising women's status and power.

But if there truly is to be significant social and economic development, the education of girls and women is essential. Girls compose two thirds of all the children excluded from basic education in the world (National Education Association, www.nea.org). And while women represent 70 percent of the world's 1.3 billion people living in extreme poverty in developing countries, more than half of the women over the age of 25 have never been to school.

Students in secondary and higher education should be knowledgeable about global human rights issues and strategies through which they can convert this knowledge to social activism. The U.S. Department of Education grant awarded to The College of New Rochelle in 2000-2002 has enabled the institution to cultivate this perspective in its student body and to plant seeds for ongoing curriculum development and programs in this critical area. As a college dedicated to the education of women, CNR has played and will continue to play an important role in preparing its graduates to become active participants in the campaign for global women's rights. ■



Widespread violence against women remains prevalent in Third World countries, such as Bangladesh, where women are shown here demonstrating on Women's Repression Resistance Day in 2003. Photo by Shawkat Khan/ AFP/Getty Images.

The Promises and Paradoxes of New Media

Keeping in mind that the moment we are living now was the future just an eye-blink ago, what do we learn about ourselves and our world by peering into our communications future? For one thing, we discover that change is coming swiftly and constantly – especially when it comes to the use and possible abuse of media. The media in our lives are expanding and converging, adapting to each other as they evolve, making it possible for us to seek out new aspects of ourselves as we transform the media and they transform us. What are we doing with the new media in our lives? What are they doing to us?

While attending the 2004 convention of the National Communication Association, my husband Michael and I stayed at the Chicago Hilton and Towers. When we entered the hotel's elevator, much to our surprise, a television set tuned to CNN was embedded

in the elevator's wood interior. No longer would the eyes of the elevator's travelers have to stare up at the ceiling as they were accustomed to in an effort to avoid impolitely staring at the elevator's other occupants; now, we could all watch TV until we arrived at our respective floors. What progress! Communication devices now can envelop us and expose us to a continuous flow of images and sounds – even in the elevator.

It is now virtually impossible to exist media-less. Instead, our media-more society is ensuring that we can always watch or be watched, stay in contact with or be contacted, have our movements and locations secreted from others or tracked by others – and we do all this via newer technologies such as EZ-Pass, global positioning devices, and other emerging technological innovations.

How are our new media changing us? For one thing, despite the fact that technological innovations have accelerated the movement towards the personalization of media, the fact is that our lives and use of media are becoming more and more public. We used to believe that the once

new media in our lives, such as computers, would transform our homes into virtual media-cocoons from which we would have neither the desire nor the need to emerge. Now, however, we use our newer media both actively and interactively, and not just while in the privacy of our homes, but also while we travel through or situate ourselves in very public spaces like planes, trains, restaurants, parks, beaches, and offices.

What else is changing? Distance and size, factors once thought to influence feelings of closeness and judgments of importance, no longer matter as much. Indeed, we have redefined both. First, in addition to using personal computers to bridge vast distances, our cell phones have become an integral part of our wardrobes. Because of Blackberries, laptop computers, and cell phones we are able to travel without revealing to friends or business associates our exact whereabouts. How much fun it is to conduct business while sunbathing on a beach or sipping a latte in Starbucks, confident that the person with whom we are chatting via e-mail or cell phone has no idea where we actually are. Our office is the world. We can be anywhere, everywhere, or nowhere—all at the same time. But it's really not quite that simple. Are you also aware that while some may be unaware of where you are, others may be able to pinpoint your exact location? Ah! The marvels of global positioning technology! We are hidden and yet discovered—sometimes simultaneously. Second, when it comes to size, whether we are a public comprised of one person or many people, we now have the ability to convert our ideas into movements that affect others, encouraging our audiences to express their points of view and provide feedback. No one knows for certain how large or small our base of support is. Big no longer has the automatic advantage it once had. We can seem big, while being little. The





Dr. Teri Gamble converses with graduate students on campus.

ability of the Internet to network human beings creates communities of all kinds and sizes.

What is more, we are also becoming programmers of content. iPods and MP3 players free us to program our music to suit our moods. Our connections with others have improved and tightened. We are equipped to stay in touch. Wireless zones make staying in contact and sharing our thoughts virtually as they occur to us, not only possible, but a reality. Our PDAs and mobile phones extend the ability we have to reach out and touch others by serving multiple functions: they function as instant text-messaging machines (now, we can virtually telegraph our thoughts and feelings to anyone, anywhere), cameras (we can send pictures that verify our experiences), and televisions (we never have to miss a favorite show or sports result). We readily, some would say too eagerly, share our experiences with other people including many whom we do not personally know. The development of weblogging, for example, testifies to this trend. Weblogging is more than a reaction to the disappearance of venues for public engagement, discussion, and debate; it is also a testament to the con-

fessional culture that our society appears to be nurturing – (almost a reinvigorated diary, or as I contend, “a diary on steroids”) – a culture that contributes to our feeling empowered to disclose our innermost thoughts and views to strangers. Bloggers do not merely surf the web; they participate in its creation. As a result of the efforts of bloggers and other new means of communication users, interest groups form and interested members connect. The “strangers” we referred to become new age collective forces.

How else are things changing? Our new media are altering the environment by creating for us a kind of immersive state, one in which we, ourselves, become part of the media system. For example, we program our personal radios and embed MP3 players into our sunglasses. We also are able to mix or produce the content for our screen media experiences. However, while we may feel a greater sense of control over the media in our lives, remember that at the same time, we also have given the media the ability to track our every move. Consider this: in the 2002 film *Minority Report*, Tom Cruise’s character passes by advertising billboards that

It is now virtually impossible to exist media-less. Instead, our media-more society is ensuring that we can always watch or be watched, stay in contact with or be contacted, have our movements and locations secreted from others or tracked by others.

speak directly to him, engaging him and encouraging him to buy. Innovations such as TIVO, the cards we use to obtain discounts in supermarkets, together with myriad databases, make it possible for the masters of our consumer culture to pitch us programs, products, and ideas that they have reason to believe we want and will respond to. Increasingly, we are becoming the content or the commodity. Our surveillance by unseen others erodes our power and erases our anonymity.

What a series of paradoxes! The feelings of empowerment we have make it possible for others to exert unseen power over us. Our reconnaissance culture plays host to both the watchers and the watched. The rules as we know them are changing. Our social lives, including our ability to create communities of interest, have become more convenient, but we have also become more exposed. We both fear and are fascinated by the paradoxes and promises presented to us by our media-more nation. ■

Realizing

From shaping the country's entertainment choices to shaping the future of education for girls in Sub-Saharan Africa, from advocating for adequate healthcare for an aging America to advocating for the integration of faith in social work, these four alumnae are speaking out and taking action to make their vision a reality and to fully realize the possibilities.

By Gary Rockfield

the Possibilities

Anne Sweeney SAS'79

Like millions of other viewers, Anne Sweeney enjoys kicking back to watch shows such as *Lost* or *Desperate Housewives*. She just gets to see each episode a whole lot sooner – and she gets to help decide which shows stay on the air.

That's because the one-time CNR English major also happens to be the entertainment industry's most powerful woman. At least that's what *Hollywood Reporter* recently proclaimed her, thanks to a brilliant debut year as co-chair of The Walt Disney Co.'s Media Networks Unit and president of Disney-ABC Television Group.

Anne's promotion last April gave Disney's longtime cable chief overall control of a growing TV kingdom that includes the company's broadcast and cable networks (see sidebar box). What are her keys to running this kingdom?

As Anne calmly describes it, her job is "a series of meetings and decisions on a wide range of issues. One key is finding the smartest and best people to run the various aspects of our business – I believe that's the job of any chief executive. And for Disney, it's always making sure we have a culture that encourages creativity and innovation."

Another essential, Anne says, is "staying aware of and connected to your viewers – what they want, what makes

you a must-have in their lives. There are so many entertainment choices today."

Big Turnaround

Just back at her Burbank, California office after a presentation to Disney investors in Orlando, Anne was gearing up for some crucial choices of her own – weighing scripts for potential fall series, guiding the decisions on which new shows get green-lighted and which current programs will face the ax.

cable properties – and is now hailed for punching up ABC's ratings with blockbusters like *Lost* and *Desperate Housewives*. Both were already in the pipeline before her promotion, but Anne is widely credited for the marketing savvy that turned them into hits.

"Anne Sweeney has taken the broadcast world by storm, supervising an almost unbelievable turnaround for the ABC network," commented Christy Grosz, an editor at *Hollywood Reporter*,

"It's still the biggest launch in the history of cable," she says. Out of thin air, "we were suddenly putting on seven live hours of programming every day. It was a wild ride, but very invigorating."

Her ABC teams then must schedule a winning time-slot for each entry and persuade big-spending advertisers that these shows will lure enough eyeballs. "And remember," Anne points out, "we do this not just for ABC but for all of our cable networks."

Since joining Disney in 1996, she has won praise for expanding viewership at The Disney Channel and its other

when the trade paper placed Anne atop their entertainment world "Power 100." She's also up to 18th on *Fortune* magazine's annual "50 Most Powerful Women in Business" list.

\$5 and a Uniform

A Los Angeles resident for 12 years now, Anne was raised far from Tinseltown, in Kingston, NY. But even as a student,

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Realizing the Possibilities

(Anne Sweeney continued from page 15)

she was always drawn “by a love of story and of characters. I must have been in every play that Props and Paint put on while I was at CNR.” She also recalls the thrill of meeting Bob Keeshan – TV’s “Captain Kangaroo” – who was on the College’s Board of Trustees.

Show biz put the bite on Anne for good when she snagged a page’s job at ABC’s New York City studios, where programs such as *Good Morning America* were staged. Anne and her fellow gofers “were at the low-end of the food chain, but we got to see how it all happened behind the scenes.

“We got \$5 an hour plus a uniform,” she laughs. “When you’re running for coffee or standing out in the freezing rain to meet a guest, you’re not seeing the pretty side of the business. But the people at ABC were so generous with their time and advice. Dick Clark was hosting *The \$10,000 Pyramid* – back when \$10,000 was a lot of money – and he was just so helpful.”

With all her success since then, she still looks back on that \$5-an-hour job as a turning point. “I didn’t have a clue about what I’d be doing. So I learned not only that I had a passion for television but that I was able to take on the challenge of something entirely new.”

After earning a master’s in education at Harvard, Anne in 1981 found her next challenge at Nickelodeon, the children’s

programming network.

Back then, “it was in only 3 million homes, and I couldn’t even explain to my parents what I was doing. There were just 10 employees, and each year when we would do our annual budget we’d also do a shutdown scenario – because no one knew if this whole idea of cable television would work.”

But Nickelodeon (and cable TV overall) worked out just fine, and after 12 years in executive roles there, Anne was wooed by media mogul Rupert Murdoch to create his FX Network. “It’s still the biggest launch in the history of cable,” she says. Out of thin air, “we were suddenly putting on seven live hours of programming every day. It was a wild ride, but very invigorating.

“We were one of the first networks experimenting with the Internet to reach viewers. For example, we held a live online auction for *X-Files* items, such as David Duchovny’s tie – we were doing early E-Bay. I learned a lot about using technology to enhance the viewer’s experience.”

Wherever, Whenever

While Anne has deftly ridden the cable industry’s surging wave, she’s well aware that many once-promising networks have already gone under.

“It boils down to this: understanding the existing landscape, what the trends are and where the opportunities exist, and having a profound knowledge of your audience – knowing what programming will resonate with them and how they want to consume it.

“We launched SOAPnet in 2000, for example, because of people’s changing schedules and the changing ways they were watching soap operas. And it has grown tremendously.” Anne also notes that you can now watch ABC News shows on your computer or even on your mobile phone.

“We have to keep a strong eye on new technologies as they unfold. We want to be available wherever and whenever our viewers want us – and be able to use all the technology our viewers have.”

Disney, for example, is working with cable operators to offer products such as Disney Channel On Demand – allowing parents to access an entire library of Disney content whenever they and their children are ready to watch.

Anne’s own two children, Christopher and Rosemary, are now 19 and 15. She and husband Phillip, an attorney, also have a colie – no surprise since Anne’s favorite show as a little girl was *Lassie*.

Her other childhood favorite? Fittingly enough, *The Wonderful World of Disney*. ■

The Anne Sweeney Show

The Disney-ABC Television Group run by Anne Sweeney includes: ABC Television Network, which encompasses ABC Entertainment, ABC News, ABC Daytime, and ABC Kids; Touchstone Television; Disney Channel Worldwide; Toon Disney; SOAPnet; ABC Family; JETIX (currently transitioning from the Fox Kids channel name); Walt Disney Television Animation; Buena Vista Domestic and International Television; and Disney’s equity interest in the cable groups of Lifetime Entertainment Services, A&E Television Networks, and E! Entertainment Networks.

Redempta Kulundu, RSCJ GS'02

Sister Redempta Kulundu envisions a day when educational opportunity across Africa is a right, not a privilege, and is valued as much for girls as for boys.

As director of a 500-girl boarding school in northeastern Uganda, she is working to maintain a haven for learning in an impoverished and often dangerous landscape. And she's getting results, despite a lack of resources and a culture that can be coldly indifferent to education.

Her grade 7-12 Kangole Secondary School not only provides a safe enclave amid a region plagued by bandits and rebels, but also frees many of its stu-

dents from a home environment where learning, especially for girls, does not get high priority.

"At home, parents would load them with too many other chores and distractions," says Sister Redempta, noting that many households in the region do not even have lighting for study at night. "So this school is of great significance to girls across northern Uganda.

"Many of our girls are promising to continue their education, and this is a hopeful sign. I believe this will change not only the face of Uganda but the face of Africa."

Eyes Always on God

Sister Redempta hopes to see today's children enjoy the education she herself was so lucky to receive.

Growing up in semi-rural Kenya, she recalls, "If you didn't have money to go to school, there was no way. Even in the public schools you had to pay." And with 11 children, Sister Redempta's father, a bureaucrat in the Catholic Church, had quite a financial load to bear.

Fortunately, her parents held great respect for education, and Sister Redempta attended not only secondary school but two years of college. "I cannot thank God enough for the gift of my parents and His providence."

While still a child, she had set her sights on becoming a priest – even memorizing much of the priest's role in the liturgy, practicing at home with her sisters. When her parents gently explained that women are not ordained as priests, they did add it would certainly be fine to become a nun.

"I nurtured and treasured this desire as I continued my studies. When I was three, the Religious of the Sacred Heart started a community in my parish. I saw the concern they had for the people, and since then I always felt drawn to this kind of work."

After studying office administration in college, she worked briefly as a secretary – but "the urge kept coming back" to commit her life to something more lasting. In 1991 she joined the Sacred Heart and began her work with children in Kenya and neighboring Uganda.

Assigned to study at an international teachers' institute in Nairobi, Sister Redempta feared she couldn't tote the academic load. "At times my heart would go pit-a-pat, so anxious as to whether I would make it or not. But I realized at that point that a journey of 1,000 miles begins with one step, and told myself, 'Surely, Redempta, you will make it.'"

CNR Opens a Door

Sent out for her internship, the rookie teacher found herself in a boys' tenth

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Realizing the Possibilities

(Redempta Kulundu continued from page 17)

grade class. “The first day was a long one – just one glance at these boys and my heart was in my mouth. Most of them were bigger than me, and some were drug addicts as well.” But Sister Redempta again summoned up her inner strength and found she had a gift for reaching out to the young.

“I became a successful teacher by sizing up students’ backgrounds, their likes and dislikes, their hobbies, their problems. During mealtimes I would walk around, talk to them, show interest in them. I found that many just were just hungry for attention and affection.”

“Many African women educationalists are now encouraging parents to send their children to school. Some have created forums to support girl-child education. It is a promising, bright future for Africa, indeed.”

While teaching, Sister Redempta also took on responsibility for her religious community’s finances, nurturing the managerial talents that now serve her so well at Kangole. “I had to pay the bills, look after our vehicles, do all the shopping and all the monthly accounts. At age 29 this was a challenging time, but very life-giving – I felt trusted and became very responsible and creative.

“The next door of my life opened when CNR offered me a scholarship through my provincial superior,” one of four such invitations presented to Kenyan women by CNR President Dr. Stephen Sweeny as part of the Jubilee Celebration.

“I wasn’t dreaming of going back to study so soon,” she says, “but indeed God writes straight on crooked lines.” So Sister Redempta came to New Rochelle in January 2001 to earn her master’s in school administration, and also fulfill her order’s requirement for study abroad.

There was a lot to adjust to, she

recalls – especially the weather. “I loved the winter and was fascinated by the snow, but I felt suffocated wearing all those layers of clothes on my body.

“The professors also were very kind and the students very friendly. I taught myself quite so many things, made friends, learned to research on the Internet. I also made time to visit places such as museums and the UN. The planetarium was my favorite.”

Making the Sacrifice

Still adapting to life in the U.S., Sister Redempta faced yet another culture shock – she was assigned to the Kangole School in Uganda, where the sister in charge was overdue for a rest and no

tight. “I hope to get more sponsors to help more of the needy girls. I myself have been helped in so many ways, so I don’t want to get tired of searching and knocking on different doors.”

Nothing is taken for granted at a school that does not even have electricity – “the lights and even the phone are run on our solar power system,” she says.

Along with academics, Kangole students learn tolerance in a school that reflects the larger society – a mix of Christian, Muslim, and traditional African religions. “My focus is on the education of the whole person. So I schedule time for games, music, counseling, prayers, and spiritual upbringing.” Students also must help clean the school each day before breakfast.

“One more thing we teach our students is that it is up to them to go out and help the less fortunate, to change their society. That is why the school has become very valued by the local people. We have had students go on the radio to talk about AIDS prevention,” she points out as an example, noting that some of the girls have lost their parents to the epidemic still raging across Africa.

A Brighter Future

While more than 40 million children in Sub-Saharan Africa do not attend school, Sister Redempta notes with hope that “many African women educationalists are now encouraging parents to send their children to school. Some have created forums to support girl-child education. It is a promising, bright future for Africa, indeed.” Many younger parents, she adds, are coming to see how education can change lives.

Sister Redempta credits CNR for some of her own most life-changing learning experiences: “The awareness that as a leader, I am at the service of everybody. The knowledge that, as a principal, my achievement is mainly outside my office – I have to move around and insert myself in the reality of my school.”

And she says she gains strength from the students themselves, their gratitude, generosity, and eagerness for knowledge. “I touch so many lives, and they touch mine, in many different ways. They bring me closer to the face of God.” ■

local replacement was at hand.

Kangole is in a remote area with only the sparsest development and communications. Throw in the ongoing mayhem caused by bandits and rebels, and the school is a tough sell for staff recruitment.

“Teachers do not like to come up here,” Sister Redempta admits. “It is a real sacrifice.” But when she prayed over the decision, she discovered it was a sacrifice she was ready to make.

Upon her arrival Sister Redempta soon learned that area parents, ill-educated themselves, tend not to value education – “especially for the girl child.” But with a solid curriculum including English, math, science, and history, plus electives ranging from fine art to business and agriculture, Kangole sends most of its girls on to higher learning.

“One of my projects,” she says, “is building a laboratory so our girls can study more science.” But operating the 37-teacher school mostly on student fees, with no government support, she finds funding for such goals is always

Rosemarie Lifrieri SN'90

As America's baby boomers march as one toward old age, Rosemarie Lifrieri is working to ensure that our hospitals can meet the needs of this surging senior population.

Now Vice President of Clinical Services at Our Lady of Mercy Medical Center in the Bronx, Rosemarie has devoted more than a decade to the center's pioneering geriatrics program. "That's my baby," she says with pride. And other hospitals are taking an interested look at the model she has helped create.

"With the population aging," she says, "the hospital that is not prepared to deal with older patients is going to be behind the eight-ball. People are living longer thanks to medicine, but that also means we have to take care of them."

To meet this challenge, the experienced RN and nursing director in 1992 earned the assignment of her dreams – the chance to plan and launch an acute-care geriatrics facility at Our Lady of Mercy.

"I was really able to take all my strengths to create a model for treating elderly patients in a collaborative new way, melding nursing, medicine, and other disciplines in the hospital. We even worked with interior designers on room amenities such as telephones with larger numbers, calendars, clocks, chairs that rock, and soothing wall colors."

The new unit started out small, with 18 beds at the center's Pelham Bay satellite campus. Most of the elderly coming in for acute care there were from area nursing homes, and Rosemarie quickly grasped one key to success: smoothing the transition between the home and the hospital.

"Elderly hospital patients typically suffer a high rate of falls, are more susceptible to wounds, and often become incontinent. So we focused our care on improving in these areas, and on educating our nurses on geriatrics care in general – the needs of these patients are much different than those of a younger adult."

Taking Charge

Family tragedy first turned young Rosemarie's focus toward the needs of the aged – when her grandfather fractured his skull in a fall.

"He recovered from the coma, but here was someone who at age 89 had suddenly lost many of his faculties and needed extensive care. It was tough on the family," she recalls, "but we dealt with it, and caring for him really helped spark my interest in geriatrics. I learned a lot of the tricks of the trade."

Even as a youngster, the Bronx native always felt drawn to science and medicine. "My sister is a bacteriologist, but I have terrible eyesight," she laughs. "So I chose nursing."

Rosemarie started out at Westchester Square, a small Bronx hospital where she enjoyed the close-knit atmosphere and generous mentoring. In her 11 years there, Rosemarie's leadership qualities began to emerge. "I liked working with physicians, coordinating patient care for an entire floor, so I decided it was



time to develop this ability. And CNR made it very easy to go to school at night while I was working full-time."

In search of leadership opportunities, Rosemarie moved to OLM – where she assumed growing responsibility for nursing services and the new geriatrics program. "We were able to build a staff of professionals who really wanted to work with

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Realizing the Possibilities

(Rosemarie Lifrieri continued from page 19)

the elderly and learn more about how to do it.”

Along with effective staff collaboration, Rosemarie emphasized increased communication – to prevent elderly patients from “falling into a black hole” during their stay.

“I would look at every patient and keep the nursing homes up to date. We also worked to build a better relationship with patient families and the patients themselves – if they had some kind of personal problem, for example, or if they just didn’t like broccoli. No other hospital was doing all this, because it’s just too time-consuming.

“We even did an RN-swap program, so our nurses could observe what goes on at the nursing homes and staff there could see what we were doing at OLM. It was a real eye-opener and communication-builder.”

Rosemarie wants to open the public’s eyes as well, urging people to learn more about elder-care options before a crisis – while they or their parents are still healthy and independent. And she advises everyone to fill out a health-care proxy, denoting who will make decisions about your medical care if you are not able.

Business Savvy

Seeing that Rosemarie’s unit was busy, patients were thriving and client nursing homes were pleased with the results, OLM doubled the size of the Pelham Bay geriatrics wing, then opened units at its main campus on 233rd Street and at the now-closed St. Agnes Hospital in White Plains.

While pushing the success and growth of her geriatrics-care approach, Rosemarie increasingly saw that she would have to be “more savvy about marketing, not just nursing. We had a great product, but I had to learn how to sell it.” Earning her MBA in 1998, “I learned a lot about building budgets, dealing with finances, getting equipment. It would give me a lot more clout as I took on wider administrative duties.”

Rosemarie is encouraged to see more nurses gaining a managerial foothold in the hospital world. “It’s gone from the

“With the population aging, the hospital that is not prepared to deal with older patients is going to be behind the eight-ball. People are living longer thanks to medicine, but that also means we have to take care of them.”

view that we just take care of the patient to the recognition that we are key players and decision-makers. And what the patient sees as a result is much more organized care.”

Still, she points out, “there are times that you are forgotten and you have to say ‘Excuse me, nursing needs to be involved in this decision.’ But it really has improved over the years.

“It helps,” she adds, “that we are getting more degrees, learning much more.” Many nurses are specializing in particular clinical fields, or taking more coursework to become nurse practitioners, qualified to assess patients and write prescriptions. “They’re making a difference in a wide variety of settings, such as outpatient work or rural areas. Advanced practice nursing is growing quickly and here to stay.”

Her advice to those starting out: Decide what kind of nursing will truly satisfy you – pediatrics or geriatrics, for

example – and work toward that goal. But also make sure you do some hospital time as well. “Working in a hospital is like boot camp, where you really get the basic experience you need.”

With more than 2.3 million Americans working as registered nurses, Rosemarie predicts demand will continue to grow, especially in critical care and operating room units. Active recruitment, even in high schools, is an imperative for today’s hospital, she says, as is extensive cross-training. And even hospitals that are fully staffed must act as if they are facing a crisis – “because if you become complacent, you certainly will be.”

Managed Stress

The nursing crunch will only get worse, Rosemarie expects, as the nursing population keeps aging along with the society as a whole, and as the demands of managed care aggravate the “burnout factor.”

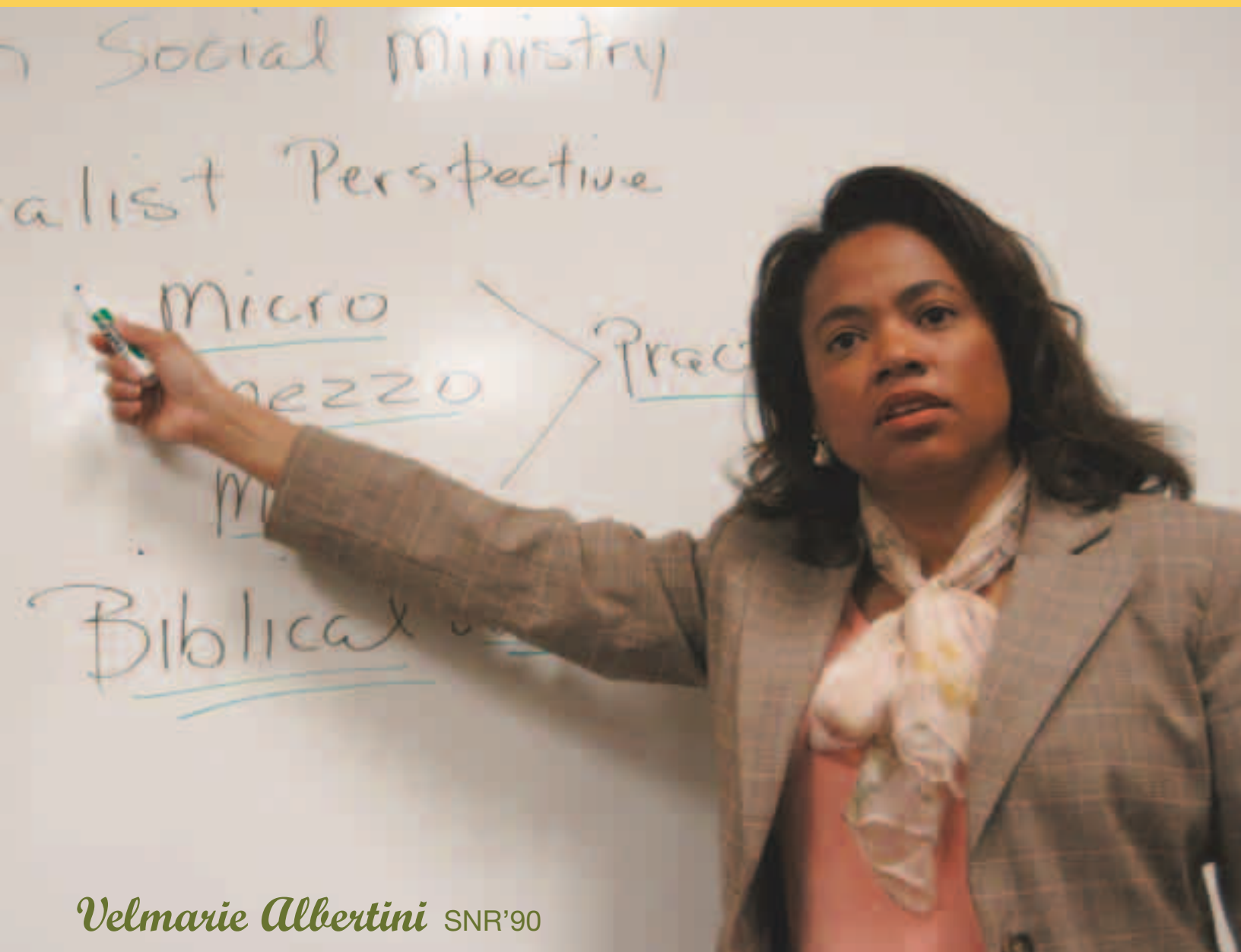
“Patient stays are shorter so you are trying to get them ready in much less time, and there are also more limits on follow-up care.” The patients themselves are more educated and have higher expectations. And then there’s the staggering pile of documentation spawned by each managed-care case.

“So much of our time is spent on this instead of bedside with the patient.”

Rosemarie does see hope that improved information systems can cut down on the mountains of paperwork. In the meantime, she urges fellow nurses, “Just don’t get overwhelmed by the enormity of the situation. Never lose sight of the individual patient.”

Looking back on the past 25 years, Rosemarie admits, “I am so happy I was a nurse back then, because it is so totally different today. There are so many more therapies, drugs, equipment, and of course all the paperwork. But the key is still, ‘Do you have the compassion to work with patients?’”

And whatever changes rock the medical world over the next 25 years, she is certain of one more thing: “Nursing is here to stay. They can’t get a robot to do what we do.” ■



Velmarie Albertini SNR'90

"For me to feel that I'm accomplishing real social work," says Velmarie Albertini, "there must be an opportunity to be a change agent – empowering people to move from a situation where they feel hopeless to one where they can improve their lives."

But much of that empowerment, she believes, flows from faith in God – a subject she says her profession has grown reluctant to acknowledge. "This is one of the greatest challenges I see in the future of social work. There has to be some middle ground in recognizing faith."

Now Associate Professor of Christian Social Ministry at Palm Beach Atlantic University, Velmarie got a compelling opportunity to change lives in 2002, as part of a team investigating why South Florida's Haitian immigrants, their community rife with AIDS, were not seeking medical care to slow the epidemic.

"They were simply not coming in for help, even though the help was available. Large amounts of funding were being returned to the state unused. We asked, 'What are the barriers

and how do we overcome them to make the service more appealing?'"

Assembling a cadre of social work students with Haitian backgrounds, Velmarie trained them to hit the streets and find the answers. "Going into people's communities and getting them to talk to you can be a real challenge. I drew on everything I'd learned since childhood."

And fortunately, Velmarie's childhood – spent in Jamaica through age 12 – was unusually rich in such learning experiences.

Second Nature

"Our mother was a government social worker, and when she was sent on long-term assignments to the most rural areas, we would come along to live. That was my first exposure to people who were living in very different conditions than those in the city – no electricity or medical care, not even indoor plumbing.

(continued on page 22)

Realizing the Possibilities

(Velmarie Albertini continued from page 21)

“Regardless of what their needs are, you become a part of their struggle for improvement. It all became second nature to me, not just work but a part of you being.”

A deep faith is also second nature to Velmarie, and the reason she felt so drawn to Palm Beach Atlantic’s Christian Social Ministry Program after years of working and teaching in secular settings.

“Many of the groups I have worked with hold faith as a major part of who they are. With Haitians, for example, there is no way to communicate without touching on how it impacts them daily. But in trying to reach people, the social work profession follows the current medical model – all science, no faith.

pastors. We need to have people trained and available to help at that point.”

Culture Shock

One of seven children, Velmarie calls her family’s saga “the typical immigrant story” – with educational opportunities limited at home, mom establishes a foothold in the new land and sends for the kids.

After her teen years in a largely Jamaican section of Brooklyn, Velmarie headed off to college at suburban SUNY Stony Brook. “It was a real culture shock,” she laughs. “We had always had a Christian worldview at home, so there were a lot of contradictions there. It was also just too large a setting for me to develop, but it did provide my first exposure to the great diversity of the U.S.”

Seeking “a more compatible setting,” Velmarie stopped in at New York

al rehab counselor, she had more opportunity to use her counseling skills, working with families torn by problems such as substance abuse.

But still, she felt, there was often too much bureaucracy, too much detail to have a real impact. “One frustration many social workers feel is that they must spend so much time simply delivering social services they lack the opportunity to communicate with clients on a deeper level.”

Velmarie went to Florida International University for a master’s, continued teaching, and soon became head of FIU’s social work master’s program. She added a doctorate, “to learn how to research the issues that I was interested in.” One such issue was “child shifting” – when families temporarily split up so the parents can establish a foothold in some new locale, much as Velmarie her-

In many churches and faith-based organizations, she has found, “there is great misunderstanding about social workers. There’s a bias against counseling, against psychology and education. I hope to see our students go out and become advocates for their profession as well as for their clients.”

“Our profession,” she states, “needs to develop a comfort with faith in order to communicate better.”

But the discomfort runs both ways, she admits. “I volunteer at a church, performing Christian social ministry, and it took me 10 years to convince them I wasn’t bringing in secular ways.”

In many churches and faith-based organizations, she has found, “there is great misunderstanding about social workers. There’s a bias against counseling, against psychology and education. I hope to see our students go out and become advocates for their profession as well as for their clients.”

Velmarie envisions a day when churches value professional social work and make it available in-house. “Remember that government agencies are often not the first to see people in crisis – they often turn first to their priests or

Theological Seminary in lower Manhattan. Told she needed a bachelor’s degree to get into the seminary, she was given a friendly push toward the CNR’s School of New Resources right downstairs. She credits New Resources’ Dr. Louis deSalle in particular for his support and mentoring at CNR. “I needed someone who knew what I could become.”

Working, studying psychology, and just married, Velmarie had a “full plate.” She was also sorting through her experience as an immigrant, “asking, ‘Who am I in the context of American life?’” CNR diploma in hand, she and husband Guy, a computer professional, packed up for South Florida. “We wanted a blend of New York and Jamaica, the best of both worlds.”

After having two children, Velmarie rejoined the workforce as a state public assistance specialist. Next, as a vocation-

self experienced when young. “It’s not always a positive. There is a lot of child delinquency and teen pregnancy in Jamaica.”

A Sense of Purpose

Moving to Florida Atlantic University in 2002, she began her research on Haitian immigrants and AIDS. “That’s the work I am most proud of. We were able to give Broward County recommendations on how to better reach this underserved community. It was research that actually brought changes and saved lives.” (See sidebar box.)

“It was astonishing to me that people were dying even while the services were available. It just took people willing to go in and break down the barriers. To me this is work anybody could do – anybody with enough interest in their fellow man.”

Hearing about Palm Beach Atlantic, a university where faith is a major ingredient in the educational mix, Velmarie first saw it as an option for her son, then nearing college age.

"But when we toured the campus," she recalls, "I felt such a sense of purpose, a sense that this was also where I should be." "School administrators agreed, and soon she was in charge of PBA's expanding Christian Social Ministry Program.

"Christian social ministry really is the original social work," Velmarie explains, but the Christian worldview has been gradually stripped away over the past century, leaving a largely secular profession. PBA students learn how they can help those in need by re-integrating faith into their social work, to whatever extent possible in a secular work setting.

"In most programs their religious beliefs will be stifled," Velmarie expects, "but we show them how to express their faith as part of their very being."

Secular research does have much of value, she explains, "but we examine it critically to see if it conflicts with the Christian worldview." She points to the work of B.F. Skinner as an example. "He professed that the human being had no core, no soul, that behavior was just response to stimuli. On the other hand, he did contribute greatly to our knowledge of how to change human behavior. We look for truth wherever it comes."

As part of that search, Velmarie looks forward to writing some new textbooks – currently in very short supply – that reflect the integration of social work and faith. "It's hypocritical to think we can divorce ourselves from our beliefs," she emphasizes. "I can't be anything else than what I am." ■

Gary Rockfield is a free-lance writer/editor who frequently reports on education and business-related issues, as well as unique personalities from all walks of life. An award-winning former newspaper editor, he lives in Brewster, NY.



Breaking Down Barriers

In the study she led with Allan Barsky of Florida Atlantic University, Velmarie Albertini's research team "met with people directly and indirectly affected by HIV/AIDS, and discovered many disconnects between their needs and the agencies trying to help them."

"Most people we interviewed in South Florida's Haitian community held day-labor jobs – if they did not show up to work so they could go see a doctor, they would lose that day's pay, and perhaps even the job."

Privacy was another major issue – the fear that others might see you at the clinic and learn you have AIDS was greater than the fear of death itself. "We heard many stories of families, fearful of infection, who would throw relatives out of the house. Women with children were especially fearful of losing their housing."

The lack of information about AIDS was high, and so was mistrust of the mainstream culture. Many said they did not believe their doctors' diagnoses; despite their symptoms and test results, they disputed the very existence of the disease. The side effects of many AIDS medications posed another negative – many patients attributed their illness to the drug itself and the doctor who prescribed it.

"So for many, the choice was easy – as long as they could still function, they went to work instead of to the doctor. They resisted all efforts to promote early testing and regular care."

To help change these attitudes, community members suggested that more information be provided in Creole, and in spoken form rather than writing, for the many who cannot read. "We also found that if clinics were open late in the evenings or on Sundays, many more would access care."

The Haitians also expressed a need for opportunities to discuss their religious and health beliefs, which were being completely ignored. "There were many instances of cultural misunderstanding, even in the way service providers greeted and communicated with community members. We often heard that, 'When I go to the doctor they don't get to know me or my family. All they see is the disease.'"

"In the Haitian culture, God plays a vital role in everyday life. People expressed a deep need to acknowledge the supremacy of God in their health, wellness, and beliefs about life and death. We thus found that the best way to gain entrance into the community was through its pastors and churches."

Mapping the

On her first day of kindergarten, Maryanna Debartolo-Pedroza SNR'01, GS'03 recalls the children making fun of her because she didn't speak English. "I remember so clearly being a victim of mimic and ridicule. It's amazing how cruel kids can be." Yet that experience, while painful, also inspired Maryanna to set her first goal in life, and by second grade, she had learned English so well that she interpreted for most of the other Italian kids at her school. "I spent the rest of my school years helping out people from all over the world and loving it."

That love of helping others has also been evident during her more than 30 years in banking. Working her way up from a bank teller to her current position as Senior Consumer Banker at HSBC in New Rochelle, Maryanna continues to pay particular attention to non-English speaking people, teaching them how to fill out checks, write numbers in English, and maintain registers, as well as assisting them with non-bank-related matters – attention that has earned her both the Hispanic Heritage Award and, for the last two years, the Consumer Banker Community Service Award.

However, feeling that something was still missing, in 1997 Maryanna enrolled in the School of New Resources to earn her undergraduate degree so she could fulfill her lifetime dream of teaching languages. From then on, she was determined.

"Nothing was going to hold me back from graduation. I'd set goals so many times, but I'd never really finished anything I started before. I wanted it, and I had to prove to myself and my family that if you say you're going to do something, you're going to do it."

And that's exactly what she did, graduating on time with a 4.0 GPA for both her undergraduate degree and the mas-

Route to Your Future

BY SUZANNE UNDY

ter's she went on to earn in education from the College's Graduate School. Today, she is fulfilling her dream, teaching Spanish to adults at the New Rochelle and Co-op City campuses of the School of New Resources, while continuing in banking, at least until next year when she retires and plans to teach languages full-time.

So, what are the keys to goal setting?

"First, make sure that your goals are your own," says Kelly Graham GS'02, Career Counselor at CNR. "Much too often, I think, we take on the goals of the people around us.

"If you have trouble deciding on your goals, envision where you see yourself one, five, and ten years from now. What would you like to have in all the different areas of life? You can often pull goals from that." Kelly speaks from personal as well as professional experience. After receiving a BA in psychology, she worked in a group home, as a communications assistant, and then as Associate Director of Admissions at CNR before assuming her current position two years ago. "When people are unsure of what they want to do, I can understand. I've been there."

Sometimes goals can seem overwhelming, especially when they're ambitious and long-range. But the more planning we do, the more likely we are to achieve them. "Think about when you'd like to start and complete each goal and consider what steps you have to take to reach it. Then break those goals into smaller weekly or monthly ones. You'll be able to see your progress and reward yourself."

"I think you have to see yourself doing what you want to do," says Mary Dixon Lake GS'96. "I could always picture myself being a writer, but I didn't know how to go about it. When someone asked me if I'd like to try my hand at writing books, I said sure, why not

me? What do I have to lose? When opportunity comes you have to be ready to say yes. If you don't, it's going to pass you by, and you may never get the chance again."

Though Mary knew since fourth grade that she wanted to teach, she didn't utilize her BA in education until after she had worked in retailing for several years, married, and had her two children. Today she is a writing teacher at PS 140 in the South Bronx and speech and language evaluator for the Board of Education's Committee of Special Education.

When she decided to go back to school for her graduate degree in special education, Mary was already fulfilling another long-time goal of writing children's books. "The editors wanted everything yesterday, and I would be up all night and then go right back to class. Once I fell asleep in front of the teacher."

Mary is now the successful author of six children's books and a book of poetry.

"Sometimes I look back and don't know how I did it. But I'm the kind of person who doesn't like to leave things hanging in midair. I wanted to finish graduate school, and I just had to do it. So I finished. Then I said to myself, 'How can I be an author and not know how to teach reading?' So I thought while I'm in this mode of going to school, I'll go right back right now and get a master's degree in reading, too. Then I'll know what I'm talking about!

"Negativity and self-doubt are your biggest enemies," Mary concludes. "Target what you think you can't do and just say, 'if I put my mind to it, I can do this. I can get over that hurdle.' You don't know what you're capable of until you try. There are so many things we don't tap into in ourselves because we're afraid to fail. We have to let loose and try things. If you're not good at some of

them, so what? Don't fold up; go ahead and find what you are good at. Everybody has things they're good at. The more you do it, the better at it you get, and you realize what it takes to make you better."

Suzanne Undy is a New York-based freelance writer.

Goal-Setting Guidelines

Set Goals That Are:

Specific
Measurable
Attainable
Relevant
Time-bound

"These SMART characteristics allow you to evaluate a goal's progress and readjust if necessary," Kelly Graham explains.

Flexible. "It's fine for our goals to change because as we're introduced to new experiences, our ideas and lives can change. To be a success we don't have to achieve every goal we set," Kelly says.

Varied. Kelly recommends developing goals for many different areas of life: career, education, finances, family/home, physical/health, social/pleasure, public service, and attitude. These goals need to be compatible. "For example, do your financial and career goals match or is there going to be some incongruity later down the road?"

Reminder: CNR offers students and alumnae/i free help with career-related goals for a lifetime. "You can come in by appointment, call on the phone if you don't live in the area, or connect by email," Kelly says.

Learning Through the Experience of Others

In a small recording booth in a corner of Grand Central Station, seated across from her young interviewer, 94-year-old Iris recounted the story of her journey from Trinidad to the United States in the early 1920s, her impressions of her unfamiliar new home, and how she was sometimes ridiculed for her accent.

SHE HELD MY ARM THE WHOLE TIME AS WE TALKED ABOUT her childhood,” remembers Nancy Hicks, a CNR social work major and Iris’ student “partner.” The recording session was the culmination of Nancy and Iris’ pairing – just one of several teams of CNR students and senior citizens from the Hugh Doyle Center in New Rochelle. They came together as part of an Intergenerational Project, facilitated through the School of Arts and Sciences Social Work Department and funded through a grant from the Helen Andrus Benedict Foundation.

Dr. Judith Gordon, Associate Professor of Social Work and project facilitator, first became interested in oral history during a recent sabbatical when she enrolled in a CUNY course. There she was introduced to StoryCorps, the national project that operates the recording booth in Grand Central where interviews are recorded on broadcast-quality CDs and become part of a collection at the Library of Congress. At a related workshop on reminiscence sponsored by the Andrus Foundation, Dr. Gordon learned about grants being offered to fund such projects. A short time later CNR was among 11 Westchester County grant recipients.

Over the course of the project, students met twice a week with seniors at the Doyle Center or on campus where they visited the Castle Gallery and Leland Castle. According to Dr. Gordon, the Intergenerational Project offered numerous benefits to her social work students. “It helped them increase their understanding of the behavior of the elderly, the main environmental factors affecting the seniors, and the impact of social welfare institutions on their lives. And the students improved the interview skills they will need as they move into the field, while the seniors were able to articulate their memo-

ries, which from a social work perspective is very therapeutic.”

Just down the street from the Hugh Doyle Center, CNR students enrolled in the College’s teaching certification program were engaged in another collaborative effort – this time with eighth graders from neighboring Isaac E. Young Middle School – in which they interviewed and videotaped local Vietnam veterans’ recollections of that war as part of the Library of Congress’ Veterans History Project.

“CNR and Isaac E. Young decided to become local partners for several reasons,” says Dr. Linda Swerdlow, Assistant Professor of Education, SAS, who developed the project with Isaac’s eighth grade history teacher, Tony Martino. “Most importantly, we felt strongly that it provided our students with an interactive project documenting an important time in our nation’s history.”

Lindsay Dugan, a CNR senior who partnered with an eighth grade honor student, described the project as a “real education.”

“Everything I knew about the Vietnam War came from movies or books,” she says. “The veteran we interviewed shared stories that were very emotional and sometimes even violent, and they gave me a completely different perspective on the

war. We felt a huge responsibility to get as much out of the veterans as possible, because this might be their last act of telling what happened to them over there.”

In the telling of their unique stories, whether they recount a foreign battlefield, the journey to a new homeland, or the passage from youth to old age, these individuals enhance and enrich the fabric of our world. And through their collaboration with the seniors and veterans who shared those stories, CNR students contributed to a truly grand effort – an American archive in word and image, available for generations to come.

— Irene Villaverde



A recording session in the StoryCorps booth at Grand Central Station was the culmination of the pairing of Iris and SAS senior Nancy Hicks (left).

School of Nursing Concludes Three-Year Violence Prevention Initiative

Like most senior citizens across the country, those who gather at the RAIN Eastchester Senior Center in the Bronx are no strangers to a little competition, in the form of a board game. But on a December afternoon in 2001, the stakes were higher than usual, and the game was not your average Bingo competition.

On each square was written a word or term pertaining to elder abuse, and with every correct answer, participants gained another valuable piece of information about recognizing and protecting themselves against a very real threat.

The game was just one of many innovative educational projects undertaken by Dr. Marie Santiago, Associate Professor of Nursing, and CNR senior nursing students as part of "Violence Prevention in Multicultural Communities," a three-year commitment by the College's School of Nursing, funded through a grant by NY State Assemblyman Ronald Tocci's office. A collaborative effort by CNR's faculty, students, and representatives from local community organizations, the project was designed to provide community-based health education and violence prevention programs to multicultural communities throughout Westchester County and several NYC boroughs.

From 2001 through 2004, adult day care centers, homeless shelters, public schools, and senior centers alike enthusiastically welcomed Dr. Santiago and her students.

"The project was so rewarding on so many levels," says Dr. Santiago. "Through the creation of community partnerships and the establishment of related programs, the students were able to fulfill their community service course requirement while also fulfilling the mission of the College 'to respond to the needs of society through its educational programs and service activities...'"

At Columbus Elementary School in New Rochelle, the team discussed the topic of conflict resolution with fourth grade students and taught peer mediation strategies to third and fourth graders. They also addressed adolescent obesity and healthy body image, issues that are nationally recognized as problems for children even at the elementary school level.

Sharon DeGeorge, RN, a member of the Violence Prevention Advisory Committee and school nurse at Columbus, has high praise for CNR's student teachers. "The students were very professional, arriving for the sessions well prepared and having done their research," she says. And their efforts, she claims, had a very positive impact on Columbus' students. "Overall, we had a much calmer year (following the program), which is attributable to the peer mediation classes starting in the younger grades," she says. "And there were definitely fewer issues about body image and weight."

"Date Rape and Partner Abuse Prevention" was the topic of discussions at New Rochelle and Port Chester high schools, where over 100 students shared their feelings about violence in teen relationships and where several offered real life examples of date rape. A similar topic, "Intimate Partner Violence: Cultural Implications," was addressed at St. Rita's Center for Immigrants and Refugees in the Bronx. At sites like St. Rita's, where the CNR team interacted with immigrant populations, says Dr. Santiago, students learned to be "culturally sensitive" to their audience, recognizing that what is freely discussed by one culture may be unacceptable to another.

At the Neighborhood Center for Homeless People on the Upper East Side of New York City, a drop-in center for homeless men and women, many suffering from mental and emotional problems due to alcohol and drug abuse, the team gave well received presentations on conflict resolution, taught proper nutrition, and, with winter fast approaching, gave advice on weather safety and how the residents could protect themselves in the cold. James*, a regular at the Center, was particularly appreciative, says Dr. Santiago.

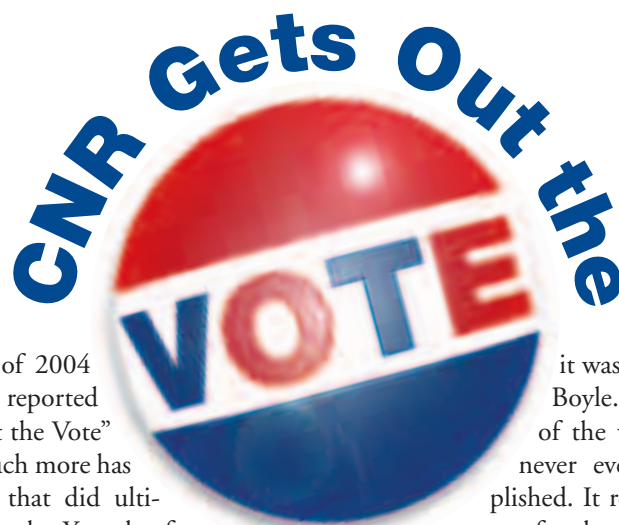
"Each time we would visit, James would greet me, tell me how happy he was that we were back, and actually give me the exact date of our last visit," she laughs. Then he would turn to the other participants and instruct them to "Listen closely to the nurses – they are going to give very good advice."

Though the project officially concluded last May, in several cases, partnerships fostered through the program continue to flourish. The Director of Samaritan House Shelter for Women has asked Dr. Santiago and her students to implement a wellness project for the shelter's residents, and Dr. Santiago continues to visit sites where projects are ongoing.

"We started with small seeds that grew and grew," says Dr. Santiago, "and the impact we made was significant."

—Irene Villaverde

**Name has been changed.*



With the presidential election of 2004 just past, much has been reported about the success of the “Get Out the Vote” campaigns of both parties, and much more has been reported about how those that did ultimately vote effected the final result. Yet, the fact remains that even in a year when a record number voted, they represented just 60 percent of the electorate in the United States – meaning tens of millions of those that were eligible to vote in this country did not.

“Some people feel the effort it takes to go out to vote is just too much when they’re busy with work and their families or the process is too complicated to file an absentee ballot. And then there are those that feel their vote just doesn’t matter, that all politicians are alike, that other people will vote so they don’t need to,” says Terri Eberle Boyle, the College’s Director of Government Relations.

Whatever the reason, the College certainly did its part this year – launching an aggressive campaign, under the direction of the offices of Government Relations and Student Services, across all six of its campuses to find, register, and inform the College’s diverse student body that “every vote counts.”

“We wanted to be able to inform people about the election as best we could, not by promoting individual candidates but by informing students about the issues and getting them more involved in the political process,” says Kathryn Tyranski, a junior in the School of Arts and Sciences, who coordinated the effort on campus, along with a core group of 20 students from across the four Schools, under the direction of Terri Boyle.

Beginning last spring that effort included enclosing voter materials in course registration packets, staffing voter registration tables at the Main Campus and at the School of New Resources campuses, and holding information sessions and discussions on the voting process and the issues in the election right up until election day.

“We also held a screening of the movie *Iron Jawed Angels* about the women’s suffrage movement, and while I thought I understood the movement,

it was eye-opening even for me,” says Terri Boyle. “The effort took decades and many of the women, such as Susan B. Anthony, never even lived to see their goal accomplished. It really brings home the fact that these women fought so hard for so long that we shouldn’t take the right to vote for granted.”

And it seems that many CNR students got the message that their voices cannot be heard if they do not use them.

“It’s important if you want to be represented, and I want to be represented,” said Gail Butler, a 28-year-old nursing student at CNR as she filled out a registration form.

“I think it’s extremely important to vote because my future is beginning now,” said SAS senior Claire Fu.

Working in collaboration with the League of Women Voters and the New York Public Interest Research Group, the College’s efforts also extended beyond campus with students traveling to a local housing complex to register senior citizens and to the public library to register members of the New Rochelle community.

And beyond just voting in this election, the voter mobilization/registration campaign also had a larger, more long-term goal.

“Women don’t usually think of public service as a career,” says Terri Boyle. “They get involved in politics later in life because they’re passionate about a particular issue or someone asks them to do it. We want to encourage more involvement by women in the political process, either by running for office themselves or working on a politician’s staff, or lobbying for a cause.”

Going one step further, Kathryn Tyranski adds, “It’s not just politicians that can make a difference. I can advocate for a cause I believe in, you can advocate for a cause you believe in. It’s important to know your positions on issues and know how

you can get involved. There’s always going to be some aspect of the government that’s going to affect the way you live in this country.”

— Lenore Carpinelli



Government Relations Director Terri Eberle Boyle (right) explains what to expect in the voting booth to students.

CNR Drama Club Reaches Out to the Community

In 2006, the CNR Drama Club (formerly Props & Paint) will celebrate its 100th anniversary. With such diverse projects as "Metamorphoses," "The Diary of Anne Frank," and "A Chorus Line" to their credit, there are productions for everyone's taste. This was especially evident during the recent 23-performance run of "You're a Good Man Charlie Brown," which drew nearly 2,000 audience members to the College's Romita Auditorium.

For those of us in the College Community who have felt that the CNR Drama Club was our own well-kept secret, the turnout was amazing, drawing audiences from across Westchester and the Bronx. Students from elementary, middle, and high schools and special needs schools enjoyed the play, as did several senior citizens groups who also attended special matinee performances.

According to Laurie Castaldo, the Club has been building a marketing base



since 1998, when she first became director of CNR Drama. As the College's community outreach widened, more school groups and outside organizations were brought in and the mailing list began to grow. This past December, the list included more than 7,000 names.

"Sharing this wonderful theatre experience with local and outside communities is beneficial on many levels," she says. "Not only does it introduce people to the College, but it also makes live theater accessible to those who

might not otherwise be able to experience it because of cost or transportation considerations."

Students involved in CNR Drama benefit as well, working alongside professionals and gaining invaluable experience as well as credits. They not only learn about performing, but also set building and design, lighting, costuming, and the myriad other details that bring the shows to life. Many of these students discover talents they didn't know they had and develop a strong sense of camaraderie with faculty and staff cast members. But the real sense of accomplishment comes from the rapt expressions on the faces of the audience.

What's next for CNR Drama? This spring they will be doing "The Shadow Box," and there's talk that the fall 2005 season might possibly bring "Cabaret" to the Romita stage.

— Judith Balfe

Verizon Awards Grant to the School of New Resources

At a reception held in October, the Verizon Foundation presented the School of New Resources with a \$15,000 grant for the creation of a Gateway Program at the John Cardinal O'Connor Campus' ACCESS Center in the South Bronx. The Gateway Program, a technological literacy and ESL program for Latinos, will serve up to 35 adults, who will receive instructional assistance, tutoring, workshops, and mentoring sessions. Career exploration workshops will also be offered.

According to John Butler, Regional Manager of Community Affairs for Verizon, "One of Verizon's ongoing priorities is to look for ways to make a difference in the communities we serve."

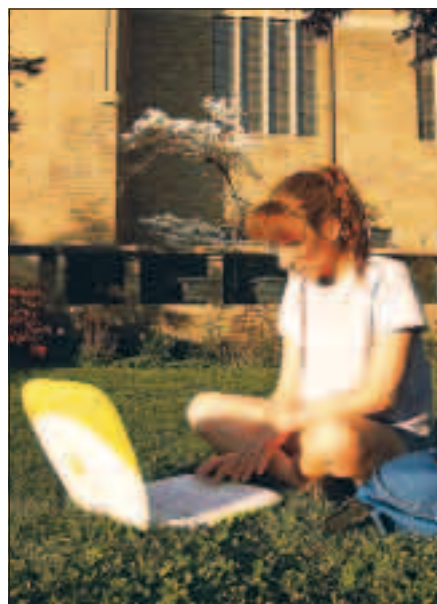
In accepting the grant, SNR Dean Elza Dinwiddie Boyd said, "This grant will give Latino adults in the South Bronx an opportunity to develop the technological literacy and English lan-



The grant was officially presented at the Campus on October 14, 2004. Pictured (left to right) are: Donna Tyler, Associate Dean, SNR; Monique Caubere, Director of Corporate and Foundation Relations, CNR; Hope Harley, Director, Community Affairs, Verizon; Elza Dinwiddie-Boyd, Dean, SNR; John F. Butler, Regional Manager, Community Affairs, Verizon; and Dr. Marguerite Coke-Maxwell, JOC Campus Director.

guage skills they need to obtain better employment opportunities in the future."

— Judith Balfe



LAPTOPS AND WIRELESS TECHNOLOGY OPENS WHOLE NEW WORLD OF STUDY OPTIONS

Study spaces are moving beyond just the traditional spaces of the library and dorm rooms to the lounges, dining hall, and even Maura Lawn as students take advantage of the wireless environment at the main campus and the laptop computers provided by the College to all incoming Arts & Sciences and Nursing freshmen this past fall.

ALUMNAE/I DEMONSTRATE THEIR *Artistry* IN CASTLE GALLERY EXHIBIT

On September 12, a mere glance around the room afforded a clear illustration of the enormous artistic talent of the alumnae/i of The College of New Rochelle. On display on that warm, sunny afternoon – the opening of the juried exhibit “Once Upon a Time: Visions by Alumnae/i Artists” at the Castle Gallery – was the work of 49 alumnae/i artists. Utilizing media as varied as the class years of the artists, the work ranged from crafts, sculpture, and painting to installation, photography, and video, and the artists, some graduating more than seven decades ago, some just a few months ago, came from across the College’s Schools.

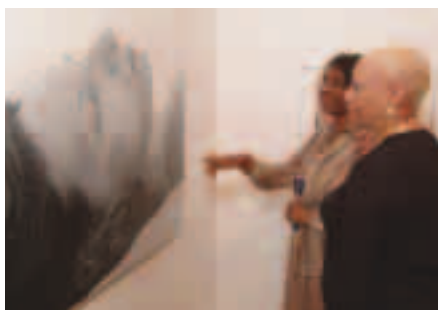


Family members of Bennut Nu GS'89 enjoy her piece, “Mommy’s Love Quilt.”

her art career after retiring, Annie P. Jones GS'01 exhibited “Rites of Passage of Young Girls.” And to demonstrate her experiences as a female in the Pakistani culture, Sàdia Rehman SAS'02 created “The Culture Box,” an installation of white paper teacups representing the restraints placed on women by society.

With the work displayed exemplary, the jurors faced no easy task when selecting from over 120 submissions.

One of the first students taught in the College’s newly formed Art Department in the early 1930s under the guidance of beloved professors Ernest Thorne Thompson and Florence Thompson, Rita Barrett MacManus '33, who has spent her career teaching children at every level from kindergarten to college, exhibited her painting “Sunset: Fawn Lake.” A 75-year-old cancer survivor who began



Among the wonderful work on exhibit was “Montauk” by Kevin Klein GS'94.

“I was impressed with the range of work submitted and seriousness with which the artists are pursuing their careers. Since the artists selected span many years, it was fascinating to see the different subjects, methods, and approaches used,” said Jennifer McGregor, Visual Arts Curator of Wave Hill in the Bronx, who along with Simone Dewey, the owner and founder of Simone’s Gallery Ltd. of Pelham, and Katherine Gass, President and Founder of James Company Contemporary Art Projects LLC, a curatorial and art consultancy organization, spent an entire day selecting the art for the exhibit.

Selections that apparently were very well received by those gathered for the opening. “The exhibit is extraordinary,” said Kathleen Fredrick '59, who attended to see the work of classmate Janet Conlon Mayan, but enjoyed all the work on view. “Again and again throughout the afternoon, I heard appreciative comments about the diversity of art exhibited and the depth of talent on display.”

—Lenore Carpinelli



Carole Weaver, Major Gifts Officer, and Roberta Apuzzo SNR'92 take a look at recent Graduate School alumna Nora Nigro’s “Blue Meanie Teapot.”



Featured artists Grace Powers Fraioli SAS'77, GS'89 (second from left) and Anne Therese Dillen, OSU '58 (right) with their students.

The Black Madonna

CASTLE GALLERY CELEBRATES THE DIVINE FEMININE



Nativity by Laura James was just one of the many fine works featured in the exhibit.

At the Shrine of Our Lady of San Juan del Valle in Texas, as she neared the diminutive statue of the dark Virgin “set like a jewel in the center of the altar,” Jennifer Zazo, Castle Gallery Director, became aware of a divine presence, an energy borne of faith and adoration. “Within the Basilica, there is a room dedicated to the miracles received from this dark resident Madonna,” she explained. “As I studied the tokens of affection left for her, I realized the extraordinary power of true belief and devotion.”

Thought by some to be connected to the Cult of Mary Magdalene and by others the representation of Saint Sara, the black woman who accompanied the three Marys as they fled the Holy Land after the Crucifixion, associations connected to the Black Madonna are as complex as they are numerous. Emerging from vastly diverse traditions, whether believed to be the Hindu Goddess Kali or Greek mythology’s Demeter, all representations have in common a celebration of the Black Madonna as the embodiment of the Divine Feminine, majestic, powerful, and enduring.

Though historians believe the earliest known images of a dark-skinned mother and child may date back to the ninth century, hundreds of Black Madonnas remain in existence today captivating spiritual pioneers and inspiring pilgrimages to churches, museums, and sanctuaries worldwide.

This winter, twelve female artists shared their contemporary interpretations of the historic icons in “The Black Madonna,” a Castle Gallery exhibit curated by Zazo.

The opening reception drew an overflow crowd of art enthusiasts and press who moved through the gallery admiring the artwork and speaking with the artists in attendance, many of whom answered questions about what inspired their work.

Adrienne Garnett, whose darkly poignant pastel of a mother cradling her dying son was created in response to the shooting of an unarmed youth, says her images are “informed by

socio-political and spiritual conditions in the surrounding society.” Nigerian-born Afolake Latifat Adedayo’s powerful portraits, “created to capture the essence of devotion,” are informed by the artist’s studies in the area of sociology, studies she says help her to “better understand people and events both visually and behaviorally.” Bronx native Wilda Gonzalez’ art is “a testament to my Caribbean heritage, embodying the environment and my family’s spirituality.”

During the first month alone, the exhibit drew more than 600 visitors, and by its conclusion nearly 1,500 people had stepped through the doors of the Gallery to see firsthand the extraordinary exhibit featured in Westchester’s *Journal News* and on the cover of the *Westchester County Times*. From early morning to late afternoon one day, busloads of art students from New Rochelle High School (where exhibitor Adrienne Garnett is a visual arts teacher) filled the gallery space; a woman from Antigua, West Indies said she was drawn to the show by a listing in *Essence* magazine; and others from as far away as Virginia, Colorado, Ireland, and Scotland also enjoyed the exhibit.

So, when School of New Resources student Derek Carrington stepped into the Gallery with fellow classmates several weeks ago, he expected to be interested, even intrigued by the work, but he, like so many others who had entered before him, was not prepared for the emotional impact of the Black Madonna display.

“The exhibit was just breathtaking,” he said. “The artwork not only showed a remarkable display of strength between mother and child, but also expressed the black woman as a strong foundation to the essence of life.”

— Irene Villaverde

CHILDREN OF ALL AGES

AN EXHIBIT NOT TO BE MISSED!



A view of the wrecked buildings that were once guest-houses and restaurants on the Kamala beach, one of the worst hit areas on the island of Phuket in Thailand.

PHOTO BY PETER PARKS/AFP/GETTY IMAGES.

LETTER FROM BANGKOK

The Wave That Eats People

The water roared away from shore as if a giant vacuum was sucking out the tide, leaving behind fish flopping in the wet sand, pebbles sparkling in the Sunday morning sun. It would be only minutes before the water returned. The old people, the grandparents, scrambled to their feet—they had heard tales of the “wave that eats people,” so they knew what was happening. They knew there would be no further warning, no mighty wave on the horizon racing to shore. No, this wave would come stealthily, rising up at the last moment from beneath the surface of the sea with enormous killing force.

BY SUSAN BAUM, PH.D. — PROFESSOR, GIFTED EDUCATION, GRADUATE SCHOOL

I arrived in Thailand two weeks after the tsunami struck the Andaman coast to teach my scheduled special classes on gifted education at the International School of Bangkok, part of my work as an adjunct professor with the International Learning Center of Buffalo State College. When the tsunami struck on December 26 it was not immediately known how many of the faculty or students and their families of the International School were at the resort island of Phuket, the tourist jewel of

Thailand. When Hank Nicols, an adjunct professor in the Graduate School, and I arrived in Bangkok we learned that the tragedy had directly affected the community of the International School. One of the middle school counselors, his wife, and their twin daughters, students in the first grade, had been in Phuket. That Sunday morning while the counselor was sleeping, his wife took the little girls down to the beach to play. Later that day he would find his wife had survived and

was hospitalized. The girls both perished in the deadly wave.

Hank Nicols had traveled to Thailand to teach courses in stress management, but with his background in first respondent work and crisis management, we were immediately asked to prepare classes for the International School community and local counselors about what they — as counselors, teachers, and parents — needed to do to deal with the tragedy that had befallen this nation.



Crystal blue and gently lapping at the shores, the peaceful ocean now offers no indication of the ferocious power that it unleashed on the beachfront community just weeks before.

The tsunami had, naturally, a devastating effect on the lives of many people in Thailand. It was a tragedy not only for the many thousands who lost their lives, but also the thousands of others injured by the killing wave, and also for those survivors and rescuers who rushed to the island of Phuket to help.

In Bangkok, Hank and I did what we are trained to do as teachers. We began to prepare a Thai counselor, who was going to Phuket to assist villagers in a region north of the tourist area, with the skills he needed to help people who had experienced such a tragic event. Because of language and culture, this counseling needed to be done by Thai nationals themselves.

While Phuket is mainly a tourist destination, and much of the video films we have seen were filmed in that area, there are, or were, many small fishing villages that were destroyed by the tidal wave. Khao Lak, for example, in Phang Nga Province just north of Phuket, had the worst damage of the six tsunami-ravaged provinces on the Andaman coast. Here, survivors lost their families, their homes, and their livelihoods.

Our Thai counselor, who has a private practice in Bangkok, had particular questions and concerns about what to do for the children. While teachers were asking the children to draw pictures of what had happened to them, as a way of dealing with the experience, the chil-

dren had stopped drawing and the teachers were stymied about what to do next.

We began with instruction on the simple technique of having the children talk about what had happened to them, to tell everything that they remembered, and to form discussion groups so communities could be established among the children and they would begin to know and trust each other. The children, we explained, needed to know that while they might not have their fathers and mothers, they did have each other. Because of this life experience, these children would be forever bonded.

We modeled ways in which they could approach the children, including allowing them to talk about how they felt, and not talk if they didn't want to, and ending the discussion with something positive, such as sharing in the eating of a chocolate cake. This, of course, was only the first step in many steps that the children will have to take.

While in Thailand, I saw a program on television where they were asking the kids what they would pray for. But what these children might pray for might not be possible. Were they going to pray that their mommies come back to them? Many of the children do not have homes,

but they will have homes again, so we suggested that the teachers ask the children what they will want in their new rooms. What will their rooms look like? These children do not now have schools, but they will have them again. What should be in that school that will make it special for them? By getting these children to do something constructive, to think that things can get better, and then to begin to be part of that planning for things to get better, is the way to begin the healing.

We continue to help teachers at the International School of Bangkok. I am in touch by emails with one counselor who goes down to the tsunami-hit areas. The International School has adopted a village on the island of Phuket, and they are also paying the tuition for children to go to school, as the children in Thailand must pay to attend school.

I spent two days in Phuket before flying home. The beaches are clean again, but there is destruction everywhere. They have begun to rebuild, hammering together what they can. They don't have the latest machinery, but they are working morning, noon, and night to rebuild this jewel of Thailand and their own lives along with it.

There are still many problems in the aftermath of this tsunami. For example, the mother who lost her twin daughters could not for a long time even get out of bed. Her life will never be the same, but in time she will move beyond her survivor guilt, as others have, though no one will ever be quite the same again. The wave that eats people washes over us all, even those of us who were not in its path.



Dr. Susan Baum, who arrived in Thailand just weeks after the tsunami struck to teach a class on gifted education, found herself instead advising local counselors about what they needed to do to deal with the tragedy that had befallen their country.

STUDENT PROFILE



Elizabeth Torres GS'07

Of her career choice she says, “I know this is a difficult field. The hardest part is trying to find out what works in getting through to these children, but that breakthrough is so rewarding.”

Elizabeth Torres is a fighter, and although life has not always been easy for the young woman, she has managed to overcome difficulties that might have broken even the strongest person.

A recent battle, fought for her son Christian, a mentally and physically challenged nine-year-old, found the young mother pitted against a formidable New York institution – the Public Library – when it refused to issue Christian a library card because he could not write his name. Coupling maternal indignation with intelligence, persistence, and a passion for protecting the rights of special needs children, Elizabeth met the challenge head on, summoned the help of the *New York Daily News*, and emerged victorious when the library vowed to review its policy pertaining to the mentally and physically disabled, and Christian was issued his very own card.

Elizabeth was just a teenager when she had Christian. Still, she managed to finish high school and go on to earn a bachelor's degree from Fordham University. Elizabeth credits her mother, father, four sisters, and brother with giving her the love and support she needs to be the

working mother of a special needs child and a student who prides herself on doing very well in her studies.

“My family is a great support system,” she says. “We’re a close family, both emotionally and geographically, and that closeness is very important to Christian and me. That’s a big part of what has gotten us this far.”

Now just 24 years old, she is attending CNR’s Graduate School. Having spent some time during her undergraduate studies working with autistic children and having watched the travails of her own son, Elizabeth knew she wanted to work with special needs children, particularly autistic children. A course she took with Dr. Marjorie Skolnick, Director of the Education Center at the Graduate School, convinced her she was headed in the right direction, as it taught her what defines the special needs child and what a child advocate can do for these children.

Currently in her third semester at CNR, Elizabeth is working toward a dual certification in Childhood Education and Special Education, which will allow her to work with both special needs and mainstream students. She looks forward to graduation and once again working with autistic children.

Of her career choice she says, “I know this is a difficult field. The hardest

part is trying to find out what works in getting through to these children, but that breakthrough is so rewarding.” And she carries that enthusiasm to a challenging new position as a teacher’s assistant at the Lavelle School for the Blind in the Bronx.

With the responsibilities of being a working single mother and a graduate student, how does Elizabeth find any time for herself? “Sometimes my mother takes care of Christian, and I go out with friends to the movies or dancing,” she says. “I love to dance.” When her uncle died last year and left Elizabeth his art equipment – oil paints, brushes, and an easel – she began to paint. What does she like to paint? “Oh,” she says with a small laugh, “I don’t know yet. So far I’m just doing things from my imagination.”

Knowing Elizabeth, she will put the same determination into painting as she does everything else. She seems to juggle her many duties and interests with amazing dexterity, though she does concede, “Sometimes time management and getting enough sleep are problematic, but I always manage to get by.”

Actually, Elizabeth Torres does much more than get by; she excels, and is an inspiration to all those around her.

— Judith Balfe

We Remember...

Estelle Ghidoni, OSU (Mother Bonaventure)



Whether she was searching for specimens with students along the shores of Long Island Sound as the water swirled around the hem of her habit (or frequently around the legs of her wet suit), teaching biology in Science Hall, or helping students put together care packages in her role as mod-

erator of the Mission Club, Sr. Estelle Ghidoni never failed to demonstrate her keen mind, good humor, and interest in life – traits that remained with her until her death at the age of 92 in June 2004. A graduate of the Class of 1932, Sr. Estelle joined the CNR faculty in 1944 and for the next three decades, her students, ranging from college-age to the little children in the College's Child Study Center where she taught about seeds and plants, were the benefactors of her great passion for biology of all types from environmental to micro to marine. When her great love of marine biology led to the gift to the College of Little Pea Island in Long Island Sound by actors Peter Lind Hayes and his wife Mary Healey, Sr. Estelle earned her certification in handling small craft and "skippered" her boat full of students to and from the island. A woman ahead of her time, long before global warming and water pollution became issues, Sr. Estelle was advocating for environmental conservation. Even retirement did not slow her down as she volunteered at New Rochelle Hospital (now Sound Shore Medical Center) and at Bayberry Nursing Home, and remained a welcome presence at CNR – her beloved alma mater.



Rev. Monsignor Myles Bourke



A scholar, professor, and pastor, former CNR trustee Monsignor Myles Bourke died on November 13, 2004. During the years he spent on the Board of Trustees in the late 1960s and early 1970s – a period of great expansion for the College – Monsignor Bourke brought his many gifts to the service of

The College of New Rochelle, contributing much to its advancement.

Joseph Brennan



Though service in the U.S. Navy during World War II interrupted the 11 years he spent teaching at CNR, Dr. Joseph Brennan was known to have left quite an impression on many of his students for both his thought-provoking philosophy classes and his youthful good looks (which in the words of Josephine Lenahan '38 made it "difficult to concentrate" in his classes). Even many decades after his departure from CNR, Dr. Brennan, who died on October 28, 2004, continued to recall his first college teaching experience fondly, writing in his 1977 autobiography, *The Education of a Prejudiced Man*, of his appreciation for the flexibility that CNR allowed him which he did not find at his later teaching posts. Upon his departure from his beloved college he wrote to Mother Thomas Aquinas, "...it is with a heavy heart indeed that I shall leave these peaceful walls."

Mary Malloy

The College Community lost one of its most dynamic members when Dr. Mary Malloy, Associate Professor of Economics in the School of Arts & Sciences, passed away suddenly in November 2004. Beloved by her students, admired by her colleagues as a brilliant scholar and a compassionate and loyal friend, Mary had a great ability

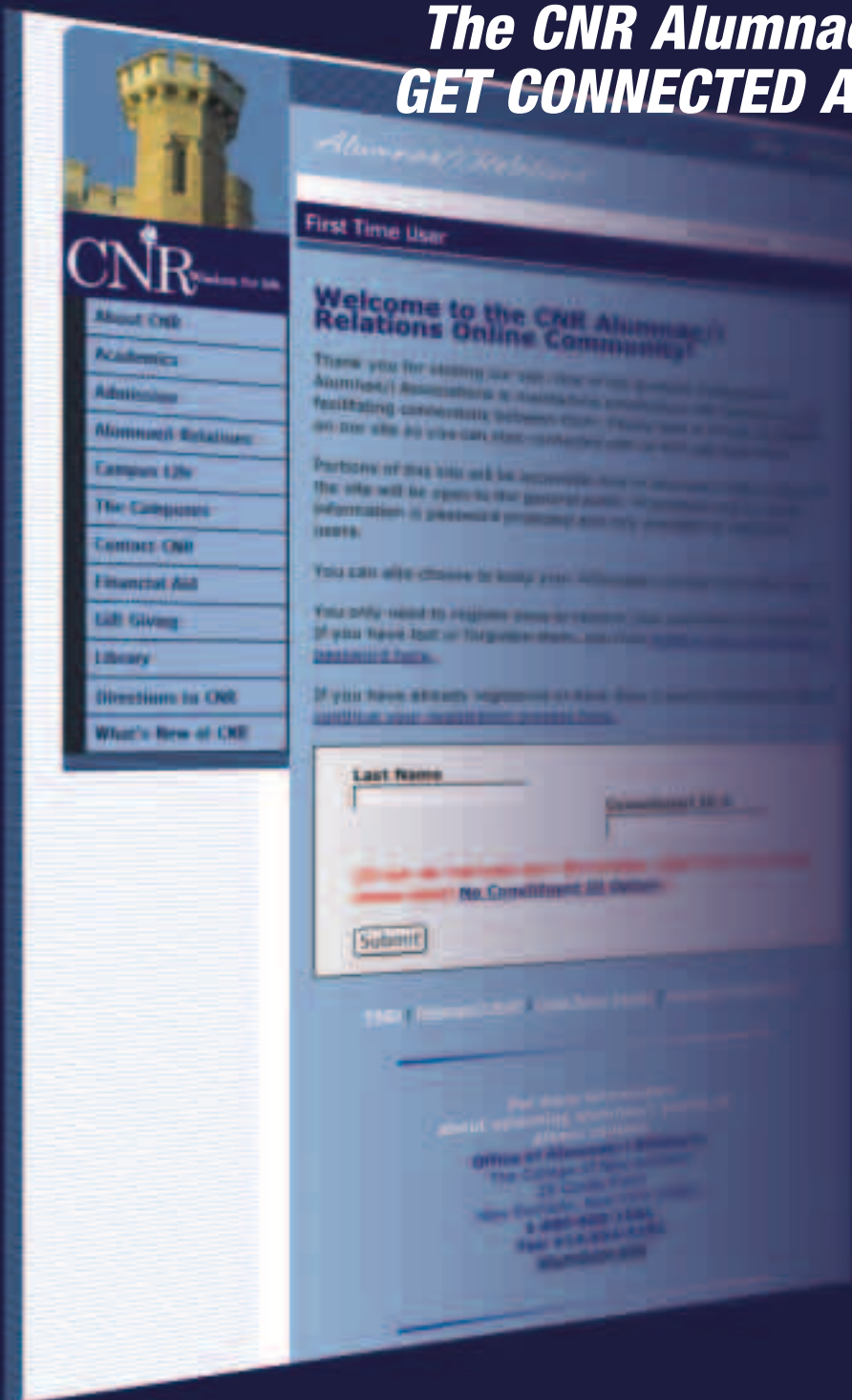
to see the possibility in things, a talent she clearly demonstrated through her artwork – artwork in which items other people had tossed out became "treasures" she used to create wonderful recycled visuals. She was also adventurous and free-spirited. In sharing her fond memories of Mary, CNR faculty secretary Vera Mezzaucella recalls raiding the New York Rangers' locker room with Mary posing as a reporter, cutting through backyards to get to the local senior citizen center to hear Hillary Clinton speak, and watching Mary, fully dressed, jumping up and down with Vera's young grandson beneath the sprinkler. For 11 years, the CNR Community was blessed with Mary's exuberant presence, and we are better for it. She will be greatly missed.



...May they rest in peace.

The CNR Alumnae/i Online Community – GET CONNECTED AND STAY CONNECTED...

...make us a “Favorite”



- ▶ Keep in Touch With Friends Around the World – when you register you verify your information and customize how much (or how little) will appear in the Directory
- ▶ Post a Classnote and Add a Picture for Emphasis!
- ▶ Register for CNR Events OnLine
- ▶ See the Works of Alumnae/i Artists
- ▶ Return to the Classics via the Electronic Age
- ▶ CNR Book Club – check the growing list of alumnae/i and faculty publications as well as recommendations for a good read
- ▶ Establish a Regional Chapter for Networking and Professional Development
- ▶ Joining is just a click away!
 - ▶ Go to www.cnr.edu
 - ▶ Click on Alumnae/i Relations, then First Time User
 - ▶ Use your unique ID on your *Quarterly* mailing label to sign in and follow the prompts

CORRECTIONS

In the 2004 Annual Report, Mary Rita Gilligan Burke '45 was inadvertently omitted from the President's Circle Donor listing, and the woman on the far right in the photo on page 77 of the Annual Report is Beth Sculley Donovan

'56. We extend our appreciation to Mary and Beth for their generosity to the College. In addition, Angela Davis-Farrish, secretary, was excluded from the Office of College Advancement listing on page 1. We regret the errors.

"Sacred Spaces"

"We have provided our students safe spaces in which to learn, sacred spaces in which to grow."

— STEPHEN J. SWEENEY, PH.D.
PRESIDENT



Annual Fund 2005

Our students grow, not only in intellectual capacity, but also in spirit and character. Much of their learning takes place in classrooms and laboratories, in residence halls and library study rooms, on the A train or the No. 5, at work-study jobs or in late-night study lounges—wherever they gather to learn, work, eat, laugh, cry, pray, or study in common.

The CNR experience gives them critical thinking skills needed to teach, to provide social services and counseling, to enter business, the professions or the arts; it also nurtures their spiritual growth and deepens their faith. So many graduates tell us that the people they met at CNR and their ability to problem-solve were among the most important things they gained from their time at the College.

For over one hundred years, The College of New Rochelle has been a place in which to learn and grow. If CNR is to continue to provide safe spaces, sacred spaces – where people of diverse religious, racial, and economic backgrounds form one community – we need the financial resources necessary to educate them for good and productive lives.

Your gift to the Annual Fund will do that. This year we anticipate that more than 6,000 alumnae/i and friends will contribute to the Annual Fund. Won't you please be one of them?

The 2005 Annual Fund runs from July 1, 2004 to June 30, 2005. For additional information, please contact Marilyn Saulle, Director of Annual Giving at (914) 654-5917, or visit our website at www.cnr.edu.

